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SYLLABUS

Unit 1: Educational Studies

a) Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge

b) Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

c) Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

d) Socialization and education- education and culture; Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit 2: History, Politics and Economics of Education

a) Committees and Commissions' Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

b) Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

c) Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

d) Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

Unit 3: Learner and Learning Process

a) Growth and Development: Concept and principles ,Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene

b) Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

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c) Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

d) Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit 4: Teacher Education

a) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels , Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

b) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

c) Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

d) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

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Unit 5: Curriculum Studies

a) Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests),Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

b) Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model)

c) Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

d) Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Unit 6: Research in Education

a) Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

b) Variables: Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses - Concept, Sources, Types (Research,

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Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

c) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

d) Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit 7: Pedagogy, Andragogy and Assessment

a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education:

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Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

b) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

c) Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

d) Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit 8: Technology in/ for Education

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a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)

b) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e

learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

c) Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

d) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Unit 9: Educational Management, Administration and Leadership

a) Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organinsational development, Organisational climate

b) Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

c) Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

d) Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit

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Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Unit 10: Inclusive Education

a) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

b) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

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c) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

d) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

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CHAPTER 01
Educational Studies

1. In Sankhya philosophy, the ultimate reality is considered to be dualistic, consisting of:
(A) Brahman and Atman
(B) Purusha and Prakriti
(C) Dharma and Adharma
(D) Vidya and Avidya

2. Which of the following statements best describes the concept of 'Vidya' in Indian philosophical traditions?
(A) The spiritual knowledge leading to liberation and self-realization.
(B) The rote memorization of sacred texts for performing traditional rituals.
(C) The vocational skills required to maintain an economic livelihood.
(D) The accumulation of factual information regarding the material world.

3. Match List I (Concept) with List II (Associated School) regarding concepts in Indian philosophies.
List I:
P. Anekantavada,
Q. Ashtanga Yoga,
R. Pratītyasamutpāda,
S. Advaita
List II:
1. Vedanta,
2. Jainism,
3. Buddhism,
4. Yoga
(A) P-2, Q-4, R-3, S-1
(B) P-1, Q-2, R-4, S-3
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-2, S-3

4. According to Idealism, what is the ultimate aim of education?
(A) To develop vocational efficiency and economic self-sufficiency.
(B) To facilitate a child's adaptation to their physical environment.
(C) To equip the individual to solve practical problems of daily life.
(D) To enable the individual to realize their spiritual self and values.

5. Paulo Freire's concept of 'banking education' criticizes a pedagogical model where:
(A) students are encouraged to think critically and question the teacher.
(B) teachers and students are co-investigators in the learning process.
(C) teachers deposit information into students treated as passive recipients.
(D) education is linked to the economic development of the community.

6. Consider the following statements about Structural Functionalism in education:
i It views school as a social institution that maintains social stability.
ii It focuses on the unequal distribution of power and resources.
iii It emphasizes socializing individuals into shared norms and values.
iv It analyzes face-to-face interactions and educational symbols.
Which of the statements given above are correct?
(A) i and ii only
(B) ii and iv only
(C) i and iii only
(D) iii and iv only

7. A teacher who believes that "existence precedes essence" and emphasizes individual freedom, choice, and responsibility in the classroom is most likely influenced by which school of thought?
(A) Marxism
(B) Realism
(C) Idealism
(D) Existentialism

8. This question consists of two statements, an Assertion (A) and a Reason (R).

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Assertion (A): According to Swami Vivekananda, education should be man-making.
Reason (R): He believed education is the manifestation of the perfection already in man, focusing on physical, mental, and spiritual development.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

9. Which of the following is NOT a characteristic of social institutions like the family and school?
(A) They possess a set of established social norms and rules.
(B) They fulfill certain fundamental and necessary social needs.
(C) They are temporary and change rapidly with individual preferences.
(D) They possess a definite internal structure and social purpose.

10. The concept of 'Kaivalya' (ultimate liberation) is the primary goal of which Indian school of philosophy?
(A) Yoga
(B) Vedanta
(C) Buddhism
(D) Jainism

11. The philosophical school of Pragmatism, with respect to education, would most strongly advocate for a curriculum that is:
(A) based upon eternal truths and the study of classic literature.
(B) focused upon the objective and scientific study of the world.
(C) designed to promote class consciousness and social revolution.
(D) centered on child interests and problem-solving experiences.

12. Consider the following statements related to Dayanand Darshan's educational philosophy:
i It advocated for a return to the Vedas as the source of knowledge.
ii It promoted co-education without any institutional restrictions.
iii It emphasized the importance of 'Brahmacharya' during student life.
iv It rejected the study of Western sciences and the English language.
v It supported the 'Gurukula' system of traditional education.
Which combination of the above statements is correct?
(A) i, iii, and v
(B) ii, iv and v
(C) i, ii and iii
(D) ii, iii and iv

13. Symbolic Interactionism, as an approach to the sociology of education, would be most interested in studying:
(A) how the education system contributes to economic inequality.
(B) the functions of schooling for maintaining social order.
(C) the impact of teacher expectations on student performance.
(D) the historical development of educational policies.

14. The National Value of 'Secularism' as enshrined in the Indian Constitution, when applied to education, implies that:
(A) religious instruction should be compulsory in all schools.
(B) only state-run institutions are allowed to impart education.
(C) a single, state-sponsored religion will be taught to all.
(D) the state will not discriminate based on grounds of religion.

15. Given below are two statements:
Statement I: In Buddhist philosophy, 'Nirvana' is the ultimate goal, signifying the extinction of suffering.
Statement II: The path to 'Nirvana' is the 'Ashtanga Marga' or the Eightfold Path.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

16. What is the central epistemological belief of Realism in education?
(A) Knowledge is created through the interaction

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of the mind with the environment.
(B) Knowledge is acquired via sensation of an objective, external world.
(C) Knowledge is purely a priori and comes from the human intellect and reason.
(D) Knowledge is subjective and based on individual feelings and personal choices.

17. Arrange the following Western thinkers in chronological order based on their period of major contributions:
1. Mary Wollstonecraft
2. Paulo Freire
3. John Dewey
4. Nel Noddings

(A) 3, 1, 4, 2
(B) 1, 3, 2, 4
(C) 1, 2, 3, 4
(D) 4, 2, 1, 3

18. According to Conflict Theory, what is the primary role of the education system in a capitalist society?
(A) To reproduce the existing class structure and social inequality.
(B) To promote social mobility for members of all social classes.
(C) To ensure the smooth functioning and stability of the society.
(D) To create a neutral space for objective intellectual development.

19. J. Krishnamurthy's educational thought strongly emphasizes:
(A) the need for a highly structured and disciplined learning environment.
(B) education for the sake of national development and patriotism.
(C) freedom from authority and the conditioning of the human mind.
(D) the integration of modern technology into traditional teaching styles.

20. Which theory of social movements suggests that movements arise when a group feels unfairly disadvantaged compared to others or to their own past conditions?
(A) Resource Mobilization Theory
(B) Political Process Theory
(C) New Social Movement Theory
(D) Relative Deprivation Theory

21. Match List I (Thinker) with List II (Key Concept) regarding educational concepts.
List I:
P. Aurobindo,
Q. Mahatma Gandhi,
R. Rabindranath Tagore,
S. Savitribai Phule
List II:
1. Nai Talim,
2. Education for girls and oppressed,
3. Integral Education,
4. Education in harmony with nature

(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-2, R-4, S-1

22. A curriculum that focuses on teaching students about the exploitation inherent in social structures and encourages action for social transformation is aligned with:
(A) Idealism
(B) Marxism
(C) Naturalism
(D) Realism

23. In Islamic traditions, the primary sources for acquiring valid knowledge are:
(A) Logic and empirical observation alone.
(B) Personal intuition and mystical experience.
(C) The philosophical works of Greek thinkers.
(D) The Quran and the Sunnah (Prophetic traditions).

24. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Rabindranath Tagore established Visva-Bharati to be a place where the world makes its home in a single nest.
Reason (R): He envisioned an education that synthesized Eastern and Western values, fostering internationalism and creative self-expression in a natural environment.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

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25. Identify the correct pair of a sociological approach and its primary focus in education.
(A) Structural Functionalism - Meaning-making in classroom interactions
(B) Conflict Theory - The role of education in promoting social mobility
(C) Structural Functionalism - The contribution of schooling to social stability
(D) Symbolic Interactionism - How schools perpetuate class dominance

26. The Vedanta philosophy's concept of 'Brahman' refers to:
(A) the ultimate, unchanging reality or the Absolute.
(B) the individual soul or the internal self.
(C) the universal law of cause and effect.
(D) the cycle of birth, death, and rebirth.

27. A teacher argues that children should learn directly from nature, and the curriculum should be free from the artificial constraints of books. This view represents:
(A) Idealism
(B) Realism
(C) Marxism
(D) Naturalism

28. Consider the following statements regarding Jain philosophy and education:
i It emphasizes the 'Triratnas' (Three Jewels): Right Faith, Knowledge, and Conduct.
ii It considers violence in any form as the greatest sin.
iii The ultimate aim of education is to attain 'Nirvana'.
iv It is a strictly monotheistic philosophy.
Which of the statements given above are correct?
(A) i and ii only
(B) i, ii and iii only
(C) iii and iv only
(D) i and iv only

29. What is the core principle of 'information' as distinct from 'knowledge' and 'wisdom' in an educational context?
(A) Information is organized and contextualized understood data.
(B) Information is the ability to apply knowledge with judgment.
(C) Information consists of raw, unprocessed data and facts.
(D) Information is innate and does not require external input.

30. Resource Mobilization Theory argues that the success of a social movement depends primarily on:
(A) high levels of psychological discontent among the people.
(B) the existence of a favorable and supportive political climate.
(C) the spontaneous and emotional outrage of the general masses.
(D) the ability to acquire and use resources like money and labor.

31. Nel Noddings' "ethic of care" in education prioritizes the development of:
(A) caring relationships and relational capacities.
(B) logical-mathematical and scientific intelligence.
(C) competitive spirit and individual achievement goals.
(D) abstract and universal moral ethical principles.

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32. The concept of 'Socialization' in education refers to the process by which:
(A) schools are funded and managed by social organizations.
(B) individuals learn the norms and behaviors of their culture.
(C) students are segregated based on their social class.
(D) a society transitions from an agrarian to industrial economy.

33. Which of the following is an INCORRECT statement about the educational philosophy of Mahatma Gandhi?
(A) He proposed a system of education called 'Nai Talim'.
(B) He believed education should center on literacy training only.
(C) He advocated for education to be self-supporting through crafts.
(D) He emphasized the development of the hand, heart, and head.

34. The concept of 'Prakriti' in Sankhya philosophy is characterized by the interplay of three 'Gunas'. What are these three Gunas?
(A) Sattva, Rajas, Tamas
(B) Dharma, Artha, Kama
(C) Anitya, Dukkha, Anatman
(D) Asteya, Satya, Ahimsa

35. In a scenario where a school curriculum is based on the great books of Western civilization and the teacher's role is to transmit truths, this approach is:
(A) Pragmatism
(B) Existentialism
(C) Perennialism
(D) Marxism

36. The functions of social institutions like family and school include all of the following EXCEPT:
(A) Transmitting cultural heritage to the next generation.
(B) Fulfilling the basic and necessary needs of the society.
(C) Socializing the young members into the existing group.
(D) Promoting universal anarchy and social disorder.

37. Consider the following statements about Mary Wollstonecraft's educational thought:
i She argued women appear inferior due to a lack of education.
ii She advocated for a national co-educational system.
iii She believed women's education should focus on domestic skills.
iv Her ideas argued for reason-based education for both sexes.
v She supported monarchy and aristocratic privileges in education.
Which combination of the above statements is correct?
(A) i, ii and iv
(B) ii, iii and v
(C) i, iii and iv
(D) iii, iv and v

38. The value of 'Justice' in the context of the Indian Constitution and education implies:
(A) providing identical resources to every student regardless of need.
(B) punishing students strictly for any infraction of institutional rules.
(C) promoting only the interests of the dominant majority community.
(D) ensuring fairness and action to overcome historical disadvantages.

39. Given below are two statements:
Statement I: In Existentialism, the curriculum allows students to explore subjectivity and make choices.
Statement II: Existentialist educators favor standardized tests and a fixed body of knowledge.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

40. Political Process Theory enhances Resource Mobilization Theory by adding the crucial element of:
(A) the psychological state of the individual protestors.
(B) the specific amount of funding a movement receives.
(C) the development of new and distinct cultural identities.
(D) the structure of political opportunities and constraints.

41. Arrange the following stages of Yoga philosophy's 'Ashtanga Marga' in the correct sequence:
1. Dhyana (Meditation)
2. Yama (Self-restraint)
3. Asana (Posture)
4. Pratyahara (Withdrawal of senses)
(A) 1, 2, 3, 4
(B) 2, 3, 4, 1
(C) 2, 4, 3, 1
(D) 3, 2, 1, 4

42. In Vedanta philosophy, what is the relationship between 'Jiva' and 'Brahman' according to the Advaita school?
(A) Jiva and Brahman are eternally separate and distinct entities.
(B) Jiva is identical to Brahman, with separation being an illusion.
(C) Jiva is a temporary illusion, and only the

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Brahman is real.
(D) Brahman is the creator, and Jiva is the created human being.

43. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Pragmatism emphasizes the principle of utility in determining the curriculum.
Reason (R): For pragmatists, only those subjects, skills, and experiences that are useful for solving the problems of life should be included in the curriculum.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

44. Which of the following best describes Savitribai Phule's primary contribution to education for social change?
(A) She developed the philosophical framework for Integral Education.
(B) She established an international university to synthesize cultures.
(C) She advocated for craft-centered nationwide basic education.
(D) She pioneered education for girls and lower-caste communities.

45. The New Social Movement Theory is distinct because it often focuses on movements centered around:
(A) quality of life, identity, and cultural concerns.
(B) economic class struggle and wealth redistribution.
(C) gaining access to political power through parties.
(D) mobilizing material resources like funding and labor.

46. Which Indian school of philosophy gives a detailed analysis of perception and inference, forming the basis for Indian logic?
(A) Sankhya
(B) Nyaya
(C) Vedanta
(D) Yoga

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47. Match List I (Sociological Theory) with List II (Primary Focus in Education).
List I:
P Conflict Theory,
Q. Symbolic Interactionism,
R. Structural Functionalism,
S. New Social Movement Theory
List II:
1. Socialization/Stability,
2. Identity/Meanings,
3. eacher-student interactions,
4. Stratification/Power
(A) P-4, Q-3, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-1, R-2, S-3
(D) P-3, Q-4, R-1, S-2

48. A teacher applying the principles of Marxism in the classroom would most likely encourage students to:
(A) accept their current social position as pre-ordained.
(B) critically analyze how economic forces shape society.
(C) focus on individual self-realization and spiritual growth.
(D) learn through direct experience with nature away from society.

49. Aurobindo's philosophy of 'Integral Education' aims at the development of:
(A) only the physical and vital aspects of a human being.
(B) only the mental and psychic aspects of a human being.
(C) the physical, vital, mental, psychic, and spiritual aspects.
(D) a purely vocational and technical skill-based curriculum.

50. The Buddhist concept of 'Pratītyasamutpāda' or 'Dependent Origination' explains:
(A) the existence of a permanent and unchanging internal soul.
(B) the nature of ultimate reality as a single divine being.
(C) the interconnectedness of all phenomena and arising factors.
(D) the path of asceticism as the only way to attain liberation.

51. Consider the following statements about knowledge levels:
i Information is raw, unorganized facts.
ii Knowledge is organized and processed information that is understood.
iii Wisdom is the application of knowledge with insight and sound judgment.
iv Wisdom can be achieved without acquiring any knowledge.
Which of the statements given above are correct?
(A) i and ii only
(B) i, ii, and iii
(C) ii and iv only
(D) i, iii, and iv

52. The constitutional value of 'Liberty', with special reference to education, upholds the right to:
(A) freedom of thought, expression, belief, faith, and worship.
(B) compulsory attendance in a specific type of state school.
(C) receive an education that is identical for every citizen.
(D) abstain from receiving any form of education altogether.

53. From the perspective of Nel Noddings' philosophy, a school's success should be primarily measured by:
(A) the standardized test scores of its student population.
(B) the quality of caring and trusting relationships it fosters.
(C) its efficiency in preparing students for the job market.
(D) the academic rigor of its curriculum based on classics.

54. In the context of Dayanand Darshan, the term 'Vidya' is often contrasted with 'Avidya'. What does 'Avidya' signify?
(A) Knowledge of the Vedas
(B) Ignorance or false knowledge that leads to bondage
(C) Scientific and technical knowledge
(D) The study of foreign languages

55. Identify the incorrect pair regarding Western philosophies and their educational implications.
(A) Pragmatism - Project Method
(B) Naturalism - Negative Education
(C) Idealism - Lecture and Socratic Dialogue
(D) Existentialism - Standardized, uniform curriculum

56. The 'Political Process Theory' of social movements emphasizes the importance of 'cognitive liberation'. What does this term mean?
(A) The mobilization of financial resources for a cause.
(B) People believing a situation is unjust and changeable.
(C) The support for a movement from political allies.
(D) The use of media to spread awareness about an issue.

57. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): J. Krishnamurthy was critical of traditional, organized education systems.
Reason (R): He believed such systems create conditioned minds incapable of freedom, as they are based on authority, fear, and competition.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

58. Which method of acquiring valid knowledge in Indian philosophy relies on direct sensory experience?
(A) Anumana (Inference)
(B) Pratyaksha (Perception)
(C) Shabda (Verbal Testimony)
(D) Upamana (Comparison)

59. The primary function of 'school' as a social institution, from a functionalist perspective, is:
(A) to challenge and overthrow the existing social order.
(B) to transmit skills and sort individuals into social roles.
(C) to provide a space for purely subjective experiences.
(D) to act as a marketplace for exchanging school services.

60. Swami Vivekananda's message at the Parliament of Religions in Chicago emphasized:

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(A) the superiority of one religion over all others.
(B) the need for scientific materialism to solve problems.
(C) universal tolerance and acceptance of all religions.
(D) the importance of political action over spiritual growth.

61. Consider the following statements about Paulo Freire's educational thought:
i He strongly criticized the "banking" concept of education.
ii He advocated for a problem-posing educational model.
iii He introduced the concept of "conscientização" or critical consciousness.
iv His work is primarily concerned with education for the elite class.
v He believed teachers should be neutral and apolitical figures.
Which of the statements given above are correct?
(A) i, ii and v
(B) ii, iv and v
(C) i, ii and iii
(D) iii, iv and v

62. The concept of 'Negative Education', associated with Naturalism, suggests that a child's education should initially consist of:
(A) strict discipline and formal moral instruction.
(B) shielding from societal evils and allowing nature to teach.
(C) intensive study of classical languages and literature.
(D) learning a practical trade or craft from a young age.

63. The constitutional value of 'Equality' with reference to education is best reflected in which policy?
(A) Creating exclusive schools for the intellectually gifted.
(B) Providing equal opportunity irrespective of caste or gender.
(C) A curriculum that teaches only the history of the majority.
(D) Charging higher fees from students of marginalized groups.

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64. Given below are two statements:
Statement I: From the Conflict perspective, the curriculum is a site of power struggle.
Statement II: Conflict theorists argue the 'hidden curriculum' teaches students to accept inequality.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

65. In Sankhya philosophy, 'Purusha' is described as:
(A) the unconscious, active principle of matter.
(B) the pure, passive, and conscious self or spirit.
(C) the product of the combination of the three Gunas.
(D) the material cause of the entire physical universe.

66. What distinguishes 'wisdom' from 'knowledge' in the context of educational philosophy?
(A) Wisdom is the accumulation of a large quantity of facts.
(B) Wisdom involves the insightful application of knowledge.
(C) Wisdom is theoretical, whereas knowledge is practical.
(D) Wisdom is exclusive to the natural and physical sciences.

67. Arrange the following schools of Western thought in their historical sequence of emergence as major philosophies:
1. Idealism
2. Existentialism
3. Pragmatism
4. Realism
(A) 4, 1, 2, 3
(B) 1, 4, 3, 2
(C) 1, 3, 4, 2
(D) 2, 3, 1, 4

68. The theory that views society as an arena of inequality that generates conflict and change is:
(A) Conflict Theory
(B) Structural Functionalism
(C) Symbolic Interactionism
(D) Relative Deprivation Theory

69. Rabindranath Tagore's educational philosophy, as practiced at Santiniketan, gave utmost importance to:
(A) rigid classroom discipline and rote learning.
(B) industrial and technological training systems.
(C) creative arts, music, and learning in nature.
(D) preparation for civil service career examinations.

70. Which of the following is a primary function of the 'family' as a social institution in the context of education?
(A) Awarding formal degrees and professional diplomas.
(B) Enforcing national education laws and policies.
(C) Conducting large-scale academic scientific research.
(D) Providing primary socialization and cultural values.

71. Match List I (Indian Thinker) with List II (Focus of Educational Thought).
List I:
P. Swami Vivekananda,
Q. J. Krishnamurthy,
R. Mahatma Gandhi,
S. Aurobindo
List II:
1. Craft-centered education,
2. Integral development,
3. Manifestation of perfection,
4. Freedom from the known
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

72. According to Jainism, the path to liberation is through the 'Triratnas'. Which of the following is NOT one of them?
(A) Samyak Darshan (Right Faith)
(B) Samyak Jnana (Right Knowledge)
(C) Samyak Charitra (Right Conduct)
(D) Samyak Smriti (Right Mindfulness)

73. A school principal decides to implement a curriculum based on student-led projects addressing community problems. This is consistent with:
(A) Idealism
(B) Realism
(C) Existentialism
(D) Pragmatism

74. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): From a Symbolic Interactionist perspective, social reality is created through interactions.
Reason (R): This perspective focuses on macro-level social structures like the economy rather than micro-level interactions.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

75. An education system that reinforces blind obedience to tradition and social hierarchy would be most opposed by thinkers advocating for:
(A) Social change through critical thinking.
(B) Promoting social justice and equality.
(C) Fostering creativity and expression.
(D) All of the above goals.

76. The Islamic tradition of 'Madrasa' education historically placed a strong emphasis on:
(A) learning only practical skills for trade.
(B) religious sciences, logic, and philosophy.
(C) exclusive training in military arts.
(D) a curriculum based on atheistic principles.

77. Which of the following correctly describes the relationship between 'education' and 'culture'?
(A) Education and culture are completely independent of each other.
(B) Culture exists only in pre-literate societies, not in literate ones.
(C) Education aims to replace a society's culture with a universal one.
(D) Education is a primary means of transmitting and preserving culture.

78. Consider the following statements regarding Western schools of thought:
i Idealism emphasizes the importance of the teacher as a role model.

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ii Realism advocates for a curriculum based on objective facts.
iii Naturalism suggests education follow the natural development of the child.
iv Pragmatism focuses on a fixed curriculum based on eternal truths.
Which of the statements given above are correct?
(A) i, ii and iii
(B) i, ii and iv
(C) ii, iii and iv
(D) i, iii and iv

79. The constitutional value of 'Democracy' in education implies:
(A) decision-making by the school principal alone.
(B) participation of stakeholders in school governance.
(C) following the orders of the government without question.
(D) an authoritarian and rigid classroom environment.

80. A social movement that emerges primarily due to a sense of injustice regarding issues like human rights is best explained by:
(A) Resource Mobilization Theory
(B) Relative Deprivation Theory
(C) Political Process Theory
(D) New Social Movement Theory

81. In the context of Yoga philosophy, 'Yama' refers to the five social ethics or self-restraints. Which one of the following is a 'Yama'?
(A) Santosha (Contentment)
(B) Tapas (Austerity)
(C) Ahimsa (Non-violence)
(D) Svadhyaya (Self-study)

82. What is the role of the teacher in an Existentialist classroom?
(A) To transmit a pre-determined body of knowledge.
(B) To facilitate student exploration and choice.
(C) To enforce strict discipline and social conformity.
(D) To demonstrate the truths of science through tests.

83. From a Marxist perspective, the 'hidden curriculum' in schools serves to:
(A) teach students critical thinking skills to challenge capitalism.
(B) instill values like obedience preparing them for roles as workers.
(C) provide advanced knowledge to all students equally.
(D) promote creativity and artistic expression in the classroom.

84. 'Going back to the Vedas' was the call of Dayanand Saraswati. This reflects his belief that:
(A) the Vedas were outdated and needed to be replaced by Western knowledge.
(B) the Vedas contained all true spiritual and scientific knowledge.
(C) only Brahmins should be allowed to read the Vedas.
(D) the Vedas should be interpreted metaphorically and not literally.

85. A researcher studying how the labels "gifted" or "slow learner" affect a student's self-concept is working under:
(A) Structural Functionalism
(B) Conflict Theory
(C) Symbolic Interactionism
(D) Resource Mobilization Theory

86. Given below are two statements regarding Mary Wollstonecraft:
Statement I: She argued women's education would make them better companions and mothers.
Statement II: Her core argument was that women are rational beings entitled to the same education as men.
Which of the following describes the relationship?
(A) Statement I is a superficial summary; Statement II represents her core argument.
(B) Statement II is a superficial summary; Statement I represents her core argument.
(C) Both statements are completely false.
(D) Both statements are true and equally represent her core argument.

87. Which of the following is NOT a National Value enshrined in the Preamble of the Indian Constitution?
(A) Justice
(B) Liberty

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(C) Fraternity
(D) Theocracy

88. According to the Buddhist doctrine of 'Anatman', what is the nature of the self?
(A) There is a permanent, eternal, and unchanging soul.
(B) There is no independent self; it is an aggregate of elements.
(C) The individual self is identical with the universal Brahman.
(D) The self is a purely physical entity determined by genetics.

89. A curriculum designed to promote 'wisdom' would most likely emphasize:
(A) rote memorization of dates and facts.
(B) development of specific vocational skills.
(C) critical reflection and ethical decision-making.
(D) speed and accuracy in computational tasks.

90. The concept of a social movement is best defined as:
(A) any gathering of a large number of people.
(B) a government-led initiative for social welfare.
(C) an organized collective effort to change society.
(D) the day-to-day functioning of social institutions.

91. Arrange the following Indian educational thinkers in chronological order of their birth:
1. Savitribai Phule
2. Swami Vivekananda
3. Aurobindo
4. J. Krishnamurthy
(A) 2, 1, 4, 3
(B) 1, 2, 3, 4
(C) 1, 3, 2, 4
(D) 4, 3, 2, 1

92. Consider the following statements regarding theories of social movements:
i Relative Deprivation Theory focuses on the gap between expectations and reality.
ii Resource Mobilization Theory stresses leadership and organization.
iii Political Process Theory highlights the role of the state and political alignments.
iv New Social Movement Theory is concerned with identity and quality of life.
Which of the statements given above are correct?
(A) i, ii, iii, and v
(B) ii, iii, iv, and v
(C) i, ii, iii, and iv
(D) i, iii, and v

93. Mahatma Gandhi's concept of 'Nai Talim' is also known as:
(A) Integral Education
(B) Basic Education
(C) Negative Education
(D) Man-making Education

94. According to Idealism, the most important aspect of the curriculum should be the study of:
(A) the physical sciences and mathematics.
(B) practical skills and various vocations.
(C) the child's immediate environment.
(D) humanities, arts, and mental ideas.

95. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): In Aurobindo's Integral Education, the teacher is seen as a guide.
Reason (R): The principle is that nothing can be taught; the teacher facilitates the student's process of self-discovery.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

96. The philosophical stance that reality is composed of matter and energy and explained through physical laws is:
(A) Idealism
(B) Realism
(C) Existentialism
(D) Pragmatism

97. The 'Four Noble Truths' are a central tenet of which philosophy?
(A) Jainism
(B) Vedanta
(C) Buddhism
(D) Yoga

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98. In a school setting, the unspoken norms and beliefs transmitted to students are collectively known as the:
(A) Formal Curriculum
(B) Hidden Curriculum
(C) Null Curriculum
(D) Extra Curriculum

99. Which of the following is NOT a 'Panch Mahavratas' of Jainism?
(A) Ahimsa (Non-violence)
(B) Satya (Truthfulness)
(C) Asteya (Non-stealing)
(D) Ishvara Pranidhana (Surrender to God)

100. The constitutional value of 'Socialism' in the Indian context aims to:
(A) establish a classless society through revolution.
(B) promote private enterprise in education without any regulation.
(C) reduce educational inequalities through democratic means.
(D) nationalize all private educational institutions immediately.

101. Match List I (Western Philosophy) with List II (Educational Focus).
List I:
P. Pragmatism,
Q. Existentialism,
R. Realism,
S. Naturalism
List II:
1. Experience with nature,
2. Objective world,
3. Individual choice,
4. Problem-solving
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-2, Q-4, R-1, S-3
(D) P-4, Q-1, R-2, S-3

102. Paulo Freire's "problem-posing education" is a dialogue-based approach where:
(A) the teacher poses problems and provides the final answers.
(B) students are seen as problems to be solved by the teacher.
(C) problems from learner contexts are used for inquiry.
(D) students learn to solve abstract mathematical problems.

103. 'Vidya' in the context of Vedanta refers to the knowledge that:
(A) helps one acquire wealth and power.
(B) reveals the true nature of the Self (Atman).
(C) is based solely on empirical evidence.
(D) is passed down through family traditions.

104. Which of the following is an example of the function of a 'social movement' in relation to education?
(A) A parent-teacher association organizing an annual school fair.
(B) A campaign demanding the 'Right to Education' act.
(C) A school board setting the academic calendar for the year.
(D) A teacher conducting a remedial class for weak students.

105. Given below are two statements:
Statement I: Sankhya is an atheistic philosophy as it does not posit a creator God.
Statement II: Yoga philosophy is theistic as it incorporates 'Ishvara'.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

106. A key difference between 'information' and 'knowledge' is that knowledge implies:
(A) a random collection of facts.
(B) understanding, context, and making connections.
(C) data that has not yet been processed by the mind.
(D) something that is universally and eternally true.

107. Which of the following statements about Savitribai Phule's educational work is INCORRECT?
(A) She started the first school for girls in Pune in 1848.
(B) She faced immense social opposition for her efforts.
(C) She believed education liberated women

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and marginalized castes.
(D) She advocated for a scripture-based religious education.

108. The sociological perspective analyzing the school as a system maintaining social order is:
(A) Symbolic Interactionism
(B) Conflict Theory
(C) Structural Functionalism
(D) New Social Movement Theory

109. Mary Wollstonecraft's "A Vindication of the Rights of Woman" was a response to theorists who argued that:
(A) women should receive the same education as men.
(B) women were only suited for domestic educational roles.
(C) education was unnecessary for the lower social classes.
(D) co-education was the ideal model for a national system.

110. The concept of 'Purusharthas' in Indian thought refers to the four aims of human life. Which of the following is NOT one of them?
(A) Dharma (Righteous Conduct)
(B) Artha (Wealth/Prosperity)
(C) Kama (Desire/Pleasure)
(D) Maya (Illusion)

111. Consider the following characteristics:
i. Teacher as facilitator,
ii. Curriculum based on interest,
iii. Problem-solving,
iv. Truth is created. These are representative of:
(A) Idealism
(B) Realism
(C) Pragmatism
(D) Marxism

112. According to Rabindranath Tagore, the relationship between education and nature should be one of:
(A) dominance, where man conquers nature through technology.
(B) separation, where learning happens within classroom walls.
(C) harmony, where learning is an organic natural process.
(D) indifference, where nature is irrelevant to the process.

113. Which theory explains the rise of the Civil Rights Movement by pointing to voting power and political alignments?
(A) Relative Deprivation Theory
(B) Political Process Theory
(C) New Social Movement Theory
(D) Symbolic Interactionism

114. The term 'Satyagraha', central to Mahatma Gandhi's philosophy, literally means:
(A) Insistence on truth or soul-force.
(B) Violent revolution.
(C) Political negotiation.
(D) Withdrawal from society.

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115. A key educational aim derived from Existentialism is:
(A) to help students conform to societal norms.
(B) to transmit a universal body of knowledge.
(C) to foster self-awareness and personal responsibility.
(D) to prepare students to fit into a pre-defined economic role.

116. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Conflict theorists argue that educational systems are not meritocratic.
Reason (R): They believe class and gender determine success more than individual ability.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

117. The 'Tamas' guna in Sankhya philosophy is associated with the quality of:
(A) clarity, light, and harmony.
(B) activity, passion, and motion.
(C) inertia, darkness, and ignorance.
(D) purity, consciousness, and transcendence.

118. In the context of acquiring valid knowledge (Pramanas) in Indian philosophy, 'Shabda' refers to:
(A) direct perception through the senses.
(B) logical inference based on observation.

(C) knowledge gained from a reliable authority.
(D) knowledge gained through comparison or analogy.

119. A school board designs a curriculum that instills national values like secularism. Which activity would be most effective?
(A) Mandating the recitation of the Preamble without explanation.
(B) Organizing projects where diverse students work together.
(C) Focusing solely on the achievements of one community.
(D) Limiting discussions on social issues to avoid controversy.

120. Which of the following statements represents a central theme in J. Krishnamurthy's teachings?
(A) "Education is for preparing for a career and earning a livelihood."
(B) "Education is to understand life, not just pass exams."
(C) "Education must be based on authority and scriptures."
(D) "The purpose of education is to strengthen religious identity."

121. Match List I (Social Movement Theory) with List II (Key Concept).
List I:
P. Relative Deprivation,
Q. Resource Mobilization,
R. Political Process,
S. New Social Movement
List II:
1. Cognitive Liberation,
2. Post-materialist values,
3. Expectation gap,
4. Organization/Leadership
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

122. The term 'Conscientização' (conscientization), popularized by Paulo Freire, refers to:
(A) learning to read and write basic words.
(B) developing critical awareness of social reality.
(C) the act of depositing knowledge into students.
(D) a state of passive acceptance of social conditions.

123. The 'Rajas' guna in Sankhya philosophy is associated with the quality of:
(A) inertia, darkness, and ignorance.
(B) clarity, light, and harmony.
(C) activity, passion, and restlessness.
(D) consciousness and detachment.

124. Which school of Western thought would most likely agree with the statement, "Man is nothing else but what he makes of himself"?
(A) Idealism
(B) Realism
(C) Marxism
(D) Existentialism

125. Consider the following statements about Swami Vivekananda's educational philosophy:
i He advocated for a life-building assimilation of ideas.
ii He believed in combining Western science with Vedanta.
iii He was against the education of women and the masses.
iv He emphasized physical strength as a prerequisite.
Which of the statements given above are correct?
(A) i, ii and iv
(B) i, ii and iii
(C) ii, iii and iv
(D) i and iii only

126. A sociologist studying why affluent students dominate discussions would likely attribute it to:
(A) the individual personalities of the students.
(B) differences in innate intelligence between the groups.
(C) reproduction of inequality and cultural capital.
(D) random chance and classroom dynamics on that day.

127. The concept of 'Freedom' as a national value in the Indian Constitution ensures:
(A) freedom from the need to attend school.
(B) the freedom of institutions from all government regulation.
(C) the right to establish and administer

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educational institutions.
(D) the freedom to promote intolerance in education.

128. Given below are two statements:
Statement I: Naturalism gives a central role to the teacher in imparting knowledge.
Statement II: Naturalism believes child experiences are the true source of learning.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false, but Statement II is true.
(D) Statement I is true, but Statement II is false.

129. The ultimate goal of education in the Vedantic tradition is achieved through:
(A) the acquisition of worldly power and wealth.
(B) the performance of rituals without understanding.
(C) the attainment of knowledge of Atman and Brahman.
(D) the practice of physical yoga postures alone.

130. Nel Noddings' 'ethic of care' contrasts with traditional ethics by emphasizing:
(A) universal, abstract principles and rules.
(B) unique characters of relationships and responsiveness.
(C) calculation of the greatest good for the number.
(D) fulfillment of one's duty regardless of feelings.

131. Which one of the following is an INCORRECT pairing of a thinker and their associated concept?
(A) Paulo Freire - Banking Education
(B) Aurobindo - Integral Education
(C) Mahatma Gandhi - Negative Education
(D) Swami Vivekananda - Man-making Education

132. Arrange the three Gunas of Sankhya philosophy in the order from pure to inert:
1. Tamas
2. Rajas
3. Sattva
(A) 1, 2, 3
(B) 3, 2, 1
(C) 2, 3, 1
(D) 1, 3, 2

133. The 'Sattva' guna in Sankhya philosophy is associated with the quality of:
(A) activity, passion, and motion.
(B) inertia, darkness, and ignorance.
(C) harmony, balance, light, and intelligence.
(D) the unmanifested state of matter.

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134. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): From a functionalist perspective, stratification in education is beneficial.
Reason (R): Schools motivate talented people to pursue important roles with rewards.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

135. The primary method of teaching supported by Realism is:
(A) Socratic dialogue to bring forth innate ideas.
(B) Lectures and observation of the material world.
(C) Project-based learning centered on student interests.
(D) Introspection and meditation to discover the self.

136. In the context of the Indian Constitution, 'Justice' as a national value encompasses:
(A) Social justice only.
(B) Economic justice only.
(C) Political justice only.
(D) Social, economic, and political justice.

137. Which of the following is the most appropriate description of a 'social institution'?
(A) A building dedicated to social gatherings.
(B) Social norms organized around societal values.
(C) A group of people with a shared interest.
(D) A temporary social event.

138. Which of the following statements best captures the essence of Aurobindo's educational thought?
(A) Education should be primarily vocational to ensure employment.
(B) Education helps individuals discover divine consciousness.

(C) Western scientific education is superior to Indian traditions.
(D) Education should be a process of strict teacher discipline.

139. A teacher who believes knowledge is constructed through experience and "projects" is drawing from:
(A) Idealism
(B) Pragmatism
(C) Realism
(D) Marxism

140. "Anekantavada", the doctrine of manifoldness of reality, is a principle of:
(A) Vedanta
(B) Buddhism
(C) Jainism
(D) Sankhya Yoga

141. Consider the following statements concerning the sociology of education:
i Symbolic interactionism is a macro-level theory.
ii Conflict theory emphasizes schools in social reproduction.
iii Structural functionalism views education as contributing to integration.
iv The 'hidden curriculum' is central to functionalism.
Which of the statements given above are correct?
(A) i and iv only
(B) ii and iii only
(C) i and ii only
(D) iii and iv only

142. The educational aim in Dayanand Darshan is to create a society based on the Vedas, developing:
(A) physical, social, and spiritual well-being.
(B) rejection of all modern science.
(C) blind faith and superstition.
(D) a rigid and unchangeable social hierarchy.

143. Which of the following is NOT a method of acquiring valid knowledge ('Pramana') in Indian philosophy?
(A) Pratyaksha (Perception)
(B) Anumana (Inference)
(C) Shabda (Testimony)
(D) Samskara (Impression)

144. In Wollstonecraft's view, education prescribed for women focusing on sensibility was detrimental because it:
(A) made them too independent of their husbands.
(B) rendered them weak and incapable of reason.
(C) was too expensive for most families to afford.
(D) prepared them for male-reserved professions.

145. "The school should be a miniature society where the child learns through actual living." This reflects:
(A) Plato
(B) Aristotle
(C) John Dewey
(D) Jean-Paul Sartre

146. A key difference between family and school as social institutions is that:
(A) family provides primary, and school provides secondary socialization.
(B) school is an informal institution, while family is a formal one.
(C) family is concerned with education, but school is not.
(D) school has a longer-lasting impact than family.

147. Given below are two statements:
Statement I: According to Marxism, education is part of the 'superstructure'.
Statement II: The 'superstructure' is determined by the economic 'base'.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

148. Which thinker advocated for an education that could help individuals achieve 'Integral Yoga'?
(A) Mahatma Gandhi
(B) Rabindranath Tagore
(C) Aurobindo
(D) J. Krishnamurthy

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149. The value of 'Secularism' in the Indian context means 'Sarva Dharma Sama Bhava', which translates to:
(A) The state has its own official religion.
(B) All religions are treated with equal respect.
(C) Religion should be banned from public life.
(D) Only one religion is considered true.

150. Match List I (Concept) with List II (Thinker).
List I:
P. Nai Talim,
Q. Ethic of Care,
R. Pedagogy of Oppressed,
S. Education for girls/Sudras
List II:
1. Paulo Freire,
2. Savitribai Phule,
3. Mahatma Gandhi,
4. Nel Noddings
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

151. Which of the following is the best example of a "New Social Movement"?
(A) A trade union demanding higher factory wages.
(B) The environmentalist movement for climate action.
(C) A peasant uprising demanding land redistribution.
(D) A political party's campaign during an election.

152. The Buddhist Eightfold Path is grouped into three categories. Which is NOT one of these?
(A) Sila (Ethical Conduct)
(B) Samadhi (Mental Discipline)
(C) Prajna (Wisdom)
(D) Bhakti (Devotion)

153. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): In a Realist curriculum, science and math are given high priority.
Reason (R): Realism holds the world is objectively real and known via observation.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

154. What is the fundamental difference between the metaphysical positions of Idealism and Realism?
(A) Idealism posits mind as reality, while Realism posits matter.
(B) Idealism is Western, while Realism is an Eastern philosophy.
(C) Idealism supports science, while Realism supports humanities.
(D) Idealism believes in changing, while Realism believes in static reality.

155. "Education is the manifestation of the perfection already in man." This was made by:
(A) Rabindranath Tagore
(B) Swami Vivekananda
(C) Mahatma Gandhi
(D) Aurobindo

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156. Consider the following statements about teachers' roles:
i For an Idealist, the teacher is a spiritual guide.
ii For a Realist, the teacher imparts factual knowledge.
iii For a Pragmatist, the teacher is a project facilitator.
iv For an Existentialist, the teacher imposes universal values.
v For a Naturalist, the teacher is a strict disciplinarian.
Which of the statements given above are correct?
(A) i, ii, and v
(B) ii, iii, and iv
(C) i, ii, and iii
(D) iii, iv, and v

157. The primary purpose of education, according to J. Krishnamurthy, is to:
(A) help the individual fit into society.
(B) develop a mind free from conditioning.
(C) achieve great economic success.
(D) preserve cultural and national traditions.

158. The concept of 'society' as a type of social institution refers to:
(A) a specific building or location.
(B) the comprehensive system of all

relationships.
(C) a small group of friends.
(D) a temporary gathering for a festival.

159. The 'Project Method' in education was popularized by:
(A) John Dewey
(B) William Heard Kilpatrick
(C) Plato
(D) Jean-Jacques Rousseau

160. 'Liberation' or 'Moksha' in most Indian philosophies implies freedom from:
(A) social responsibilities.
(B) the cycle of birth and rebirth (Samsara).
(C) the need for knowledge.
(D) all forms of physical activity.

161. A principal wants to foster an 'ethic of care'. Which would be the LEAST effective?
(A) Implementing a mentorship program for students.
(B) Focusing exclusively on improving test scores.
(C) Creating dialogue opportunities in classrooms.
(D) Training teachers in empathetic communication.

162. The theory that social movements are a rational response and depend on organization is:
(A) Relative Deprivation Theory
(B) New Social Movement Theory
(C) Resource Mobilization Theory
(D) Symbolic Interactionism

163. The philosophy of Naturalism would advocate for an environment that is:
(A) highly structured, urban, and technological.
(B) centered around libraries and ancient texts.
(C) permissive and set in a natural setting.
(D) focused on industrial production and factory work.

164. What is 'Shramdaan' in the context of Gandhian education?
(A) The act of donating money for education.
(B) The offering of voluntary physical labor.
(C) The process of learning scripture by heart.
(D) A form of silent meditation.

165. The conflict perspective on education was heavily influenced by:
(A) Emile Durkheim
(B) Karl Marx
(C) George Herbert Mead
(D) Max Weber

166. 'Anumana' or inference as a means of valid knowledge involves:
(A) gaining knowledge through reliable testimony.
(B) knowing something through its similarity.
(C) reasoning from a sign to a conclusion.
(D) direct perception of an object by senses.

167. Given below are two statements:
Statement I: Savitribai Phule is regarded as India's first female teacher.
Statement II: Her work was confined only to upper-caste girls.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

168. The idea that education should be a 'drawing out' rather than a 'pouring in' is a tenet of:
(A) Idealism
(B) Behaviorism
(C) Empiricism
(D) Marxism

169. What is the fundamental aim of education according to Swami Vivekananda?
(A) To acquire information from books.
(B) To secure a lucrative job.
(C) To facilitate manifestation of inner divinity.
(D) To promote one's religion over others.

170. Which does NOT align with Rabindranath Tagore's vision for education?
(A) Education should be in close contact with nature.
(B) A synthesis of Eastern and Western learning.
(C) Artistic expression is central to learning.
(D) English should be the primary medium used.

171. Consider the following pairs: i. Sankhya - Dualistic, ii. Advaita Vedanta - Non-dualistic,

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iii. Buddhism - Eternal soul, iv. Jainism - Anekantavada. Which are correctly matched?
(A) i, ii, and iv
(B) i, ii, and iii
(C) ii, iii, and iv
(D) i and iii only

172. The process of socialization is:
(A) a lifelong process that begins in infancy.
(B) a process that ends when a child starts school.
(C) relevant only in traditional societies.
(D) a process controlled exclusively by government.

173. The 'political opportunity structure' in Political Process Theory includes:
(A) the level of deprivation felt by a group.
(B) the amount of money a movement has.
(C) the degree of openness of the political system.
(D) new identities promoted by a movement.

174. According to Idealism, how is knowledge acquired?
(A) Through sensory experience of the material world.
(B) Through reason and intuition of ideas.
(C) Through experimentation and problem-solving.
(D) Through the struggle between social classes.

175. The philosophy that asserts "I think, therefore I am" has its roots in:
(A) Realism
(B) Idealism
(C) Naturalism
(D) Marxism

176. Which accurately describes Dayanand Darshan's approach to knowledge?
(A) Accepted Vedas but rejected modern science entirely.
(B) Advocated for a synthesis of Vedic and scientific knowledge.
(C) Rejected Vedas and promoted materialism.
(D) Focused on mystical experiences over scriptures.

177. Match List I (Perspective) with List II (Function).
List I:
P. Functionalism,
Q. Conflict Theory,
R. ymbolic Interactionism,
S. Feminist Theory
List II:
1. Gender inequality,
2. Meanings,
3. Sorting/Values,
4. Class stratification
(A) P-4, Q-3, R-1, S-2
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-2, R-4, S-1
(D) P-1, Q-4, R-2, S-3

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178. From the Existentialist viewpoint, the main purpose of education is to:
(A) ensure that students conform to expectations.
(B) help students become aware of responsibility.
(C) transmit a body of objective knowledge.
(D) train students for a specific vocation.

179. A key characteristic of 'New Social Movements' is their focus on:
(A) economic redistribution and class interests.
(B) seizing control of the state apparatus.
(C) lifestyle, culture, and identity politics.
(D) forming traditional political parties.

180. The concept of 'Maya' in Advaita Vedanta refers to:
(A) the ultimate reality.
(B) the individual soul.
(C) the cosmic illusion of diversity.
(D) the law of karma.

181. Consider the following: i. Freire: Banking education, ii. Noddings: Ethic of care, iii. Wollstonecraft: Rational education, iv. Krishnamurthy: Authority-based. Which are correct?
(A) i, ii, and iii
(B) i, ii, and iv
(C) ii and iv only
(D) i and iii only

182. 'Freedom from the known' is a central concept in the philosophy of:
(A) Mahatma Gandhi
(B) Aurobindo
(C) J. Krishnamurthy

(D) Swami Vivekananda

183. In Pragmatism, the value of an idea or theory is judged by:
(A) its correspondence with external reality.
(B) its coherence with other systems of ideas.
(C) its practical and problem-solving consequences.
(D) its origin in a divine or authoritative text.

184. The distinction between 'sacred' and 'profane' knowledge is a key element in:
(A) Pragmatism
(B) Islamic traditions
(C) Existentialism
(D) Marxism

185. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Academic failure can be a self-fulfilling prophecy.
Reason (R): If a teacher consistently labels a student, they may internalize it.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

186. The concept of 'Purusha' and 'Prakriti' are fundamental realities in:
(A) Vedanta Philosophy
(B) Buddhist Philosophy
(C) Sankhya Philosophy
(D) Jain Philosophy

187. What does the term 'information' signify in the educational hierarchy?
(A) The highest level of understanding.
(B) The application of knowledge with judgment.
(C) Raw, unprocessed facts and data points.
(D) Organized and contextualized facts.

188. Which of the following is NOT a function of the school as a social institution?
(A) Transmission of culture
(B) Social integration
(C) Granting of inherited social status
(D) Innovation and social change

189. Which thinker's philosophy is associated with learning in forest hermitages?
(A) Swami Vivekananda
(B) Rabindranath Tagore
(C) Savitribai Phule
(D) Paulo Freire

190. Arrange the following events in chronological order:
1. Founding of Visva-Bharati.
2. Publication of "Rights of Woman".
3. Founding of school for girls in Pune.
4. "Pedagogy of the Oppressed" popularization.
(A) 2, 3, 1, 4
(B) 1, 3, 2, 4
(C) 3, 2, 4, 1
(D) 2, 1, 3, 4

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191. A key tenet of Marxism is that history is the history of:
(A) spiritual development.
(B) class struggles.
(C) great individuals.
(D) random events.

192. Which is a component of 'Integral Education' as envisioned by Aurobindo?
(A) Education of physical, vital, and spiritual dimensions.
(B) A singular focus on academic achievement.
(C) An education system based on Western models.
(D) The rejection of physical education and arts.

193. The concept of 'Ashtanga Yoga' is systematically presented in which text?
(A) The Vedas
(B) The Upanishads
(C) Patanjali's Yoga Sutras
(D) The Bhagavad Gita

194. Given below are two statements:
Statement I: Realism advocates education based on objective realities.
Statement II: Idealism advocates education focused on mental concepts.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

195. 'Socialism' as a national value in the Indian context implies:
(A) promote free-market competition among schools.
(B) bridge the gap through equitable opportunities.
(C) maintain the existing social hierarchy.
(D) privatize all government schools.

196. The theory of movements focusing on shared meanings to define injustice is:
(A) Resource Mobilization Theory
(B) Political Process Theory
(C) Symbolic Interactionism
(D) Relative Deprivation Theory

197. The Jain principle of 'Anekantavada' promotes an attitude of:
(A) dogmatic certainty in one's own beliefs.
(B) rejecting all viewpoints as false.
(C) open-mindedness regarding perspectives of truth.
(D) accepting only what is in a single text.

198. Match List I (School) with List II (Metaphysical Belief).
List I:
P. Idealism,
Q. Realism,
R. Naturalism,
S. Pragmatism
List II:
1. Objective physical world,
2. Mind/spirit,
3. Experience,
4. Natural order
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-1, S-4
(D) P-4, Q-1, R-2, S-3

199. A teacher who organizes a debate to help students clarify choices is applying:
(A) Realism
(B) Naturalism
(C) Existentialism
(D) Marxism

200. Consider the following:
i. Culture is transmitted through education,
ii. Education can reform culture,
iii. Curriculum reflects culture. Which are correct?
(A) Only i
(B) Only ii
(C) i, ii, and iii
(D) ii, and iii

201. Which thinker emphasized that schools should be self-supporting through goods?
(A) Rabindranath Tagore
(B) J. Krishnamurthy
(C) Mahatma Gandhi
(D) Swami Vivekananda

202. The role of the family as a social institution is to provide:
(A) secondary socialization.
(B) formal certification.
(C) primary socialization.
(D) legal enforcement.

203. The term 'Symbolic Interaction' refers to the idea that:
(A) society is a stable system of structures.
(B) people interact based on symbolic meanings.
(C) society is an arena of conflict between groups.
(D) social behavior is determined by economic forces.

204. "Existence precedes essence" is the fundamental tenet of:
(A) Pragmatism
(B) Marxism
(C) Idealism
(D) Existentialism

205. The ultimate goal of education in Buddhist philosophy is 'Nirvana', meaning:
(A) entering a heavenly realm after death.
(B) achieving great worldly success and power.
(C) the extinction of desire and suffering.
(D) merging with a universal creator God.

206. 'Vidya' as understood in the Upanishads is:
(A) knowledge that leads to worldly prosperity.
(B) knowledge of the Self leading to liberation.
(C) knowledge of rituals and sacrifices only.
(D) practical skills for craftsmanship.

207. Which of the following is a criticism of the Structural Functionalist view?

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(A) It overemphasizes individual roles.
(B) It fails to account for social stability.
(C) It tends to overlook school inequalities.
(D) It focuses too much on micro interactions.

208. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Paulo Freire criticized the traditional teacher-student relationship.
Reason (R): He advocated a dialogical method where both are co-investigators.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

209. Which of the following best represents the thought of Savitribai Phule?
(A) Education should be reserved for upper castes.
(B) Education empowers women and oppressed castes.
(C) The goal is salvation through meditation.
(D) Western science should be completely rejected.

210. The concept of 'Relative Deprivation' refers to:
(A) the absolute lack of food and shelter resources.
(B) the subjective feeling of having less than deserved.
(C) the measurement of income inequality.
(D) the availability of political allies for a cause.

211. What is the role of the teacher according to Naturalism?
(A) An autocratic figure imparting knowledge.
(B) A spiritual guide.
(C) A facilitator who does not interfere.
(D) A social activist promoting revolution.

212. Which thinker agreed that education is the awakening of the inner spirit?
(A) Paulo Freire
(B) Aurobindo
(C) Karl Marx
(D) John Dewey

213. The main difference between Relative Deprivation and Resource Mobilization is:
(A) One focuses on grievances, the other on means.
(B) One focuses on means, the other on grievances.
(C) One is macro, the other is a micro theory.
(D) There is no significant difference.

214. Which is NOT a central value enshrined in the Preamble?
(A) Liberty
(B) Equality
(C) Justice
(D) Conformity

215. The 'Socratic Method' of questioning leads students to realize knowledge in:
(A) Realism
(B) Idealism
(C) Naturalism
(D) Pragmatism

216. A curriculum around vocational skills to make education self-sufficient reflects:
(A) J. Krishnamurthy
(B) Aurobindo
(C) Mahatma Gandhi
(D) Swami Vivekananda

217. Given below are two statements:
Statement I: Sankhya is a metaphysical theory of reality.
Statement II: Yoga provides the practical methodology for truth.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

218. The "correspondence principle" in the sociology of education suggests:
(A) correspondence between relations in school and workplace.
(B) students should correspond with teachers via email.
(C) the curriculum should correspond to student interests.
(D) schools function to promote social harmony.

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219. Nel Noddings argues that education should cultivate:
(A) the rational mind.
(B) the competitive individual.
(C) the caring person.
(D) the patriotic citizen.

220. Consider the following:
i. Tagore: Creative expression,
ii. Gandhi: Craft-centered,
iii. Vivekananda: Man-making,
iv. Krishnamurthy: Freedom.
Which are correct?
(A) i, ii, iii, and v
(B) ii, iii, iv, and v
(C) i, ii, iii, and iv
(D) i, iii, and v

221. The philosophy that truth is what "works" in practical consequences is:
(A) Idealism
(B) Realism
(C) Pragmatism
(D) Existentialism

222. The term 'Dayanand Darshan' refers to the vision of:
(A) Dayanand Saraswati
(B) Swami Vivekananda
(C) Dayanand Sagar
(D) Swami Dayanand Giri

223. What distinguishes a 'social movement' from a 'fad'?
(A) Movement has an organized structure and change goal.
(B) A trend is more popular than a movement.
(C) A movement is always inherently violent.
(D) A fad lasts longer than a movement.

224. Which of the following best describes the Marxist view of 'wisdom'?
(A) Personal insight into the nature of reality.
(B) A deep understanding of spiritual texts.
(C) Critical consciousness to transform social forces.
(D) Acceptance of the existing social order.

225. Free and compulsory education expresses the values of:
(A) Justice and Equality
(B) Liberty and Anarchy
(C) Secularism and Theocracy
(D) Democracy and Autocracy

226. The educational aim of Jainism is achieved by following the:
(A) Eightfold Path.
(B) surrendering to a creator God.
(C) 'Triratnas' (Three Jewels).
(D) Atman and Brahman identity.

227. Match List I (Term) with List II (Philosophy).
List I:
P. Prakriti,
Q. Nirvana,
R. Anekantavada,
S. Maya
List II:
1. Buddhism,
2. Vedanta,
3. Sankhya,
4. Jainism
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

228. A teacher says, "You are free to choose what you become." This reflects:
(A) Marxism
(B) Existentialism
(C) Realism
(D) Idealism

229. According to Wollstonecraft, why should women be educated in reason?
(A) To become better domestic managers only.
(B) To participate in society as rational beings.
(C) To prove superiority over men.
(D) Because it was fashionable at the time.

230. Functionalist and conflict perspectives are both:
(A) micro-level theories.
(B) macro-level theories.
(C) concerned only with fads.
(D) theories without social impact.

231. The concept of 'Purusha' in Sankhya consciousness is described as being:
(A) active, dynamic, and changing.
(B) plural, with multiplicity of individual

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Purushas.
(C) singular, with only one Purusha.
(D) material and unconscious.

232. 'Information' becomes 'knowledge' when it is:
(A) memorized without understanding.
(B) organized and understood by a person.
(C) published in a digital book.
(D) converted into a specific format.

233. The role of the teacher in Freire's education is that of a:
(A) depositor of information.
(B) strict disciplinarian.
(C) co-learner and facilitator.
(D) neutral observer.

234. The primary method of acquiring knowledge in Islamic tradition is:
(A) reliance on human reason alone.
(B) a combination of revelation and reason.
(C) mystical intuition exclusive of texts.
(D) empirical experimentation alone.

235. Given below are two statements:
Statement I: Tagore's education aimed for a complete human being.
Statement II: He believed in rigid discipline away from nature.
Which of the above statement(s) is/are correct?
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

236. A movement focused on LGBTQ+ rights would be categorized under:
(A) Old Social Movement Theory.
(B) New Social Movement Theory.
(C) Structural Functionalism.
(D) Relative Deprivation Theory.

237. The 'three jewels' of Buddhism are:
(A) Buddha, Dharma, Sangha
(B) Right Faith, Knowledge, Conduct
(C) Sattva, Rajas, Tamas
(D) Anitya, Dukkha, Anatman

238. In the philosophy of J. Krishnamurthy, what is the role of the educator?
(A) To impose knowledge and discipline.
(B) To help students observe without conditioning.
(C) To prepare the student for a specific job.
(D) To indoctrinate the student in ideology.

239. 'Negative Education' proposed by Rousseau means:
(A) teaching children to be pessimistic.
(B) not providing any education at all.
(C) protecting the child from error and vice.
(D) focusing on negative aspects of society.

240. Which is a component of the Political Process Model?
(A) Focus on the psychological state.
(B) Structure of political opportunities.
(C) Sole importance of financial resources.
(D) Movements as irrational outbursts.

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241. This question consists of two statements, an Assertion (A) and a Reason (R).
Assertion (A): Idealism gives a more important place to the teacher.
Reason (R): Idealism sees teacher as a model; Naturalism sees nature as teacher.
(A) Both (A) and (R) are true and (R) is the correct explanation of (A).
(B) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(C) (A) is true but (R) is false.
(D) (A) is false but (R) is true.

242. The philosophy concerned with alienation and class consciousness is:
(A) Idealism
(B) Pragmatism
(C) Marxism
(D) Existentialism

243. The primary contribution of Savitribai Phule was through:
(A) writing philosophical treatises.
(B) leading a military rebellion.
(C) establishing schools for girls/oppressed.
(D) promoting the Gurukula system.

244. A researcher examining history textbook exclusions of minority groups is working from:
(A) Structural Functionalism
(B) Symbolic Interactionism
(C) Conflict Theory

(D) Relative Deprivation Theory

245. According to Swami Vivekananda, what is the source of all knowledge?
(A) External books and teachers.
(B) The human mind itself.
(C) Scientific experiments only.
(D) The traditions of the West.

246. Consider the following:
i. Idealists: Absolute values,
ii. Pragmatists: Relative values,
iii. Existentialists: Choice-created,
iv. Marxists: Ruling class determined.
Which are correct?
(A) i and ii only
(B) iii and iv only
(C) i, ii, and iii only
(D) i, ii, iii, and iv

247. The term 'Prakriti' in Sankhya philosophy refers to:
(A) the individual conscious self.
(B) primordial matter and the material world.
(C) the state of ultimate liberation.
(D) a specific meditative posture.

248. The concept of "banking" critiqued by Freire is a metaphor for:
(A) an educational process that is profitable.
(B) a teaching method where knowledge is a deposit.
(C) learning about the financial system.
(D) students saving their knowledge.

249. Which thinker established an educational center at Pondicherry for 'Integral Education'?
(A) Rabindranath Tagore
(B) Mahatma Gandhi
(C) J. Krishnamurthy
(D) Aurobindo

250. Which of the following best defines the concept of 'Social Movement'?
(A) A government policy for social welfare.
(B) An unorganized and spontaneous riot.
(C) A collective effort to promote or resist change.
(D) routine functioning of family and school.

Direction : Please read the following source carefully.

The Sankhya school of philosophy, one of the oldest in India, presents a dualistic cosmology based on two ultimate, independent realities: Purusha (consciousness) and Prakriti (matter or nature). Purusha is the silent, passive witness, while Prakriti is the active principle responsible for the entire physical and mental universe. Prakriti itself is composed of three Gunas or qualities: Sattva (purity, harmony, knowledge), Rajas (activity, passion, dynamism), and Tamas (inertia, darkness, ignorance). The human intellect, or Buddhi, is a product of Prakriti and is influenced by the interplay of these Gunas. The primary aim of education within the Sankhya framework is to facilitate the realization of the distinction between Purusha and Prakriti, a process known as Viveka Jnana (discriminative knowledge). The Yoga school, closely allied with Sankhya, provides the practical methodology for achieving this. Patañjali's Yoga Sutras outline the Ashtanga Yoga (eight-limbed path) as a means to achieve 'Chitta Vritti Nirodha'—the cessation of the modifications of the mind. Through practices like Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi, the mind, dominated by Rajas and Tamas, is purified and brought to a state of Sattvic clarity, enabling the Purusha to recognize its true, distinct nature and attain liberation (Kaivalya).

Based on the above source, attempt the following five questions.

251. According to the Sankhya philosophy described in the passage, what is the fundamental cause of the experienced world?
(A) The exclusive will and consciousness of the Purusha.
(B) The interaction between the passive Purusha and the active Prakriti.
(C) The constant state of inertia provided by the Tamas Guna.
(D) The independent evolution of the Buddhi or intellect.

252. Within the educational framework derived from Sankhya, what is the ultimate goal referred to as 'Viveka Jnana'?
(A) To enable consciousness to distinguish itself from matter.
(B) To achieve a perfect balance among the

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three Gunas.
(C) To acquire comprehensive knowledge of worldly subjects.
(D) To master the physical postures (Asanas) of Yoga.

253. The passage suggests that the Yoga school complements Sankhya by providing:
(A) A competing philosophical theory of reality.
(B) A set of rituals to worship Purusha and Prakriti.
(C) A practical discipline to control and purify the mind.
(D) A critique of the dualistic nature of the universe.

254. Which of the following best describes the state of 'Chitta Vritti Nirodha' as mentioned in the context of Yoga?
(A) An increase in the mind's active and passionate modifications.
(B) A complete cessation of the functions of the intellect (Buddhi).
(C) The stimulation of mental activity through complex problem-solving.
(D) The calming of mental fluctuations to achieve clarity.

255. If a student is characterized by a predominance of inertia, darkness, and ignorance, which Guna is dominant according to the Sankhya system?
(A) Sattva
(B) Rajas
(C) Tamas
(D) Buddhi

Direction : Please read the following source carefully.

Indian philosophical traditions offer diverse pathways to acquiring valid knowledge (Vidya), with Vedanta and Buddhism presenting profound yet distinct perspectives. Advaita Vedanta, a prominent school of Vedanta, posits a non-dualistic reality where Brahman (the Ultimate Reality) is the sole truth, and the phenomenal world is an illusion (Maya). For Vedanta, Vidya is the transcendental knowledge that dispels Avidya (ignorance), leading to the realization that the individual self, or Atman, is non-different from Brahman. The method of acquiring this knowledge is systematic, involving 'Shravana' (listening to scriptures from a Guru), 'Manana' (reflection and intellectual inquiry on the teachings), and 'Nididhyasana' (deep meditation on the truth 'I am Brahman'). In contrast, Buddhism, particularly in its early form, refrains from positing a permanent, ultimate substance like Brahman. It introduces the concept of 'Anatta' (no-self or no-soul), suggesting that what we perceive as a self is merely a composite of constantly changing physical and mental components. The Buddhist path to valid knowledge and liberation (Nirvana) is encapsulated in the Four Noble Truths and the practice of the Noble Eightfold Path. This path emphasizes ethical conduct, mental discipline (meditation), and wisdom, aiming to extinguish suffering by eradicating craving and ignorance about the true nature of existence.

Based on the above source, attempt the following five questions.

256. What is the fundamental difference between Vedanta's and Buddhism's view on the 'self' as described in the passage?
(A) Vedanta believes the self is an illusion, while Buddhism sees it as a divine entity.
(B) Vedanta posits a permanent self (Atman) identical to Brahman, while Buddhism posits no permanent self (Anatta).
(C) Both philosophies agree on a permanent self, but disagree on its origin.
(D) Buddhism defines the self as Brahman, while Vedanta uses the term Atman for the individual soul.

257. According to the passage, the Vedantic process of 'Manana' involves which of the following activities?
(A) Deep, sustained meditation on a single truth.
(B) Attentive listening to the teachings of a master.
(C) Charitable acts and ethical conduct in society.
(D) Critical reflection and reasoning on scriptural teachings.

258. Based on the source, what is the primary purpose of following the Noble Eightfold Path in Buddhism?
(A) To achieve a state of enlightenment by extinguishing the causes of suffering.

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(B) To realize the identity of the individual self with a universal reality.
(C) To engage in intellectual debate to prove the existence of Brahman.
(D) To master the art of listening, reflecting, and meditating on scriptures.

259. The concept of 'Vidya' in Advaita Vedanta is best understood as:
(A) The accumulation of factual information about the world.
(B) The intellectual understanding of the Four Noble Truths.
(C) The experiential realization of the non-duality of the self and the ultimate reality.
(D) The disciplined practice of ethical conduct and mental concentration.

260. A key distinction highlighted in the passage is that Vedanta's path to knowledge is centered on realizing a singular, ultimate reality (Brahman), whereas Buddhism's path is centered on:
(A) Analyzing and overcoming the process of suffering.
(B) Understanding a dualistic universe of Purusha and Prakriti.
(C) Submitting to the will of a creator deity.
(D) Accepting the phenomenal world as the only truth.

Direction : Please read the following source carefully.

The landscape of educational reform in India has been significantly shaped by indigenous philosophical currents, notably Dayanand Darshan and the principles embedded in Islamic traditions. Dayanand Saraswati, through his 'Dayanand Darshan', championed a return to the pristine knowledge of the Vedas, advocating for an educational system that could revitalize Indian society. His vision, embodied in the Gurukul system, aimed to create a holistic learning environment that balanced spiritual development with practical, worldly knowledge, referred to as Para Vidya and Apara Vidya, respectively. The curriculum was designed to be universal, non-sectarian, and accessible to all, irrespective of caste or gender, with a strong emphasis on character building (Brahmacharya), physical fitness, and social reform. Similarly, Islamic traditions view education as a means to cultivate a complete human being who lives in accordance with divine will. The primary aim is to foster a 'righteous individual' who understands and submits to the principles laid out in the Quran and the Hadith (traditions of the Prophet). The acquisition of valid knowledge ('Ilm) is a religious duty. Islamic pedagogy historically integrated revelation with reason, encouraging the pursuit of all beneficial knowledge, which led to significant advancements in science, mathematics, and philosophy. The method involves deep study of foundational texts, contemplation, and the application of reason to understand God's creation.

Based on the above source, attempt the following five questions.

261. According to the passage, a shared emphasis of both Dayanand Darshan and Islamic traditions in education is the:
(A) exclusive focus on scriptural and spiritual knowledge.
(B) rejection of reason in favor of pure revelation.
(C) promotion of an education system reserved for a specific gender.
(D) integration of spiritual values with the acquisition of worldly knowledge.

262. Dayanand Saraswati's advocacy for the Gurukul system was primarily aimed at:
(A) creating an educational model focused solely on Vedic rituals.
(B) fostering an environment for holistic development and character building.
(C) establishing a system that separated spiritual from secular learning.
(D) reviving a system accessible only to the upper castes.

263. The concept of 'Ilm' in the Islamic tradition of education, as described in the passage, is best understood as:
(A) a form of knowledge that is strictly limited to theology.
(B) the uncritical acceptance of all traditional interpretations.
(C) the pursuit of knowledge considered a fundamental religious obligation.
(D) a method of learning that discourages the use of reason and observation.

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264. The distinction between 'Para Vidya' and 'Apara Vidya' in Dayanand Darshan corresponds to:
(A) knowledge for men and knowledge for women.
(B) theoretical knowledge and practical application.
(C) knowledge from the Vedas and knowledge from other sources.
(D) spiritual knowledge and worldly/scientific knowledge.

265. Based on the description, the ultimate educational aim within the Islamic tradition is to:
(A) develop an individual who lives a life of submission to divine principles.
(B) produce scholars who can win philosophical debates.
(C) achieve material prosperity through scientific pursuits.
(D) preserve cultural traditions without any change or interpretation.

Direction : Please read the following source carefully.

Western schools of thought offer contrasting metaphysical and epistemological foundations that profoundly influence educational theory and practice. Idealism, for instance, posits that reality is fundamentally mental, spiritual, or abstract. For an idealist educator, the primary goal is the cultivation of the mind and the development of the individual's moral and intellectual self, bringing it closer to an ultimate idea of truth and goodness. The curriculum gives prominence to humanities, philosophy, and literature—subjects that deal with enduring ideas and concepts. Knowledge is not so much discovered in the external world as it is brought to consciousness from within the learner's mind. In stark contrast, Realism asserts that reality, objects, and facts exist independently of the mind, whether we perceive them or not. The world is a material entity governed by natural laws. The main purpose of education, from a realist perspective, is to transmit objective knowledge about this reality to the student. The curriculum, therefore, emphasizes mathematics, natural sciences, and other disciplines that rely on observation, experimentation, and logical reasoning. In this view, information consists of raw sensory data, knowledge is the organized and verified classification of this data into coherent concepts and principles, and wisdom is the capacity to apply this knowledge to make sound judgments in life.

Based on the above source, attempt the following five questions.

266. Which of the following curricular choices would most likely be prioritized by an educator following the principles of Idealism?
(A) A vocational workshop on computer repair.
(B) A seminar on Plato's theory of Forms.
(C) A laboratory session on chemical reactions.
(D) A field study on local geological formations.

267. The fundamental difference between Idealism and Realism regarding the nature of reality is that:
(A) Idealism focuses on material objects, while Realism focuses on spiritual concepts.
(B) Idealism sees reality as mind-dependent, while Realism sees it as mind-independent.
(C) Idealism rejects the existence of a world, while Realism affirms it.
(D) Idealism values science above all, while Realism values the humanities.

268. According to the realist perspective described in the passage, how is knowledge constructed?
(A) By systematically organizing information derived from sensory observation.
(B) By recalling latent ideas already present in the soul.
(C) By achieving a spiritual union with the ultimate reality.
(D) By creating a subjective interpretation of personal experiences.

269. An idealist teacher would likely believe that the ultimate aim of their teaching is to:
(A) prepare students for specific jobs in the industry.
(B) ensure students can accurately recite scientific facts.
(C) help students develop their moral and intellectual character.
(D) train students to adapt to their physical environment.

270. The passage defines wisdom from a realist standpoint as:

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(A) the accumulation of a vast amount of raw information.
(B) the intuitive understanding of abstract and spiritual truths.
(C) the memorization of established laws and principles.
(D) the ability to use verified knowledge for making good decisions.

Direction : Please read the following source carefully.

Two influential Western schools of thought, Pragmatism and Existentialism, have significantly shaped modern, learner-centered educational paradigms, though their core tenets differ. Pragmatism, heavily influenced by thinkers like John Dewey, views reality not as a fixed entity but as an evolving process of experience. Consequently, it rejects the idea of education as a mere preparation for future life; rather, education is life itself. For the pragmatist, knowledge is not an abstract concept to be memorized but a functional tool or instrument for solving real-world problems. The curriculum is experience-centered, emphasizing hands-on projects and the scientific method of inquiry. Information becomes knowledge when it is tested and verified through action, and wisdom is demonstrated in the capacity to effectively resolve complex human and social problems. Existentialism, on the other hand, places radical emphasis on individual freedom, choice, and responsibility. It posits that "existence precedes essence," meaning individuals are born without a predefined purpose and must create their own meaning and identity through their choices. Education, from this perspective, is not about social conditioning or transmitting a pre-set body of knowledge. Its purpose is to awaken individuals to their freedom and responsibility, encouraging them to pursue self-discovery. Knowledge is deeply personal and subjective, and wisdom lies in the authenticity of one's choices and the courage to live a self-created life.

Based on the above source, attempt the following five questions.

271. A teacher designing a curriculum based on Pragmatism would most likely include which of the following activities?
(A) A lecture series on the history of philosophy.
(B) Rote memorization of scientific formulas.
(C) A group project to design a water purification system for the community.
(D) A meditative practice to discover one's inner self.

272. What is the fundamental view of knowledge common to both Pragmatism and Existentialism, as contrasted with traditional philosophies?
(A) Knowledge is a fixed body of eternal truths.
(B) Knowledge is not something passively received but is actively constructed or validated by the individual.
(C) Knowledge is primarily derived from divine revelation.
(D) Knowledge is valuable only if it leads to material wealth.

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273. The existentialist motto "existence precedes essence" implies that the aim of education should be to:
(A) help students fit into predetermined social roles.
(B) transmit the essential cultural heritage of the past.
(C) ensure all students master a core body of objective knowledge.
(D) guide students in the process of creating their own meaning and purpose.

274. According to the passage, how does a pragmatist define wisdom?
(A) The ability to apply knowledge to solve practical problems effectively.
(B) The subjective understanding of one's own authentic existence.
(C) The memorization of a vast amount of factual information.
(D) The philosophical acceptance of a fixed and unchanging reality.

275. A key difference between the educational aims of Pragmatism and Existentialism is that:
(A) Pragmatism focuses on abstract ideas, while Existentialism focuses on concrete facts.
(B) Pragmatism rejects experience, while Existentialism embraces it.
(C) Pragmatism emphasizes social problem-solving, while Existentialism emphasizes individual self-creation.
(D) Pragmatism is teacher-centered, while Existentialism is curriculum-centered.

Direction : Please read the following source carefully.

Within the sociology of education, different theoretical approaches offer distinct lenses for analyzing the role of schooling in society. The Structural Functionalist perspective views society as an organic analogy—a complex system of interrelated parts that work in concert to maintain social stability and solidarity. From this standpoint, the institution of education performs several vital functions for the whole of society. These include the socialization of the young into societal norms and values, fostering social integration by creating a shared identity, facilitating social placement by identifying and training individuals for roles suited to their talents, and serving as a hub for cultural innovation and social change. Education is seen as a meritocratic institution that sorts and selects individuals for their future positions in the division of labor. In direct opposition, Conflict Theory, which draws heavily from Marxist ideas, perceives society not as a cooperative system but as an arena of power struggles between competing groups. Conflict theorists argue that education is far from a neutral institution. Instead, it functions as an instrument of social reproduction, perpetuating and legitimizing existing social inequalities. It achieves this by rewarding the cultural capital of the dominant class, channeling students into different social tracks based on their background, and promoting a 'false consciousness' that encourages subordinate groups to accept the status quo.

Based on the above source, attempt the following five questions.

276. Which of the following educational practices would a Structural Functionalist most likely interpret as a positive 'social placement' function?
(A) A standardized testing system used to guide students into different career pathways.
(B) A school curriculum that questions the existing economic system.
(C) The use of a common uniform to minimize visible class differences among students.
(D) A history class that highlights the perspectives of marginalized groups.

277. A conflict theorist analyzing a school system would most likely focus on:
(A) how school rituals like the pledge of allegiance promote a common culture.
(B) how schools adapt to new technologies to innovate their teaching methods.
(C) how teachers and students cooperate to create a positive learning environment.
(D) how differences in school funding between rich and poor districts affect student outcomes.

278. The concept of 'social reproduction' as used by conflict theorists suggests that education primarily serves to:
(A) foster social mobility and equality of opportunity.
(B) maintain the existing class structure across generations.
(C) innovate and create new cultural norms.
(D) integrate diverse populations into a cohesive whole.

279. From a Structural Functionalist viewpoint, teaching children to respect authority and follow rules in school is an example of which function?
(A) Cultural innovation
(B) Social placement
(C) Socialization
(D) Conflict resolution

280. The fundamental assumption that separates Conflict Theory from Structural Functionalism in the context of education is that:
(A) Conflict Theory focuses on micro-level interactions, while Functionalism focuses on macro-level structures.
(B) Conflict Theory believes in meritocracy, while Functionalism believes in class struggle.
(C) Conflict Theory views society as stable, while Functionalism views it as inherently unstable.
(D) Conflict Theory sees education as a tool of domination, while Functionalism sees it as a mechanism for integration.

Direction : Please read the following source carefully.

Shifting the focus from macro-level structures to the nuances of everyday school life, the

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Symbolic Interactionist approach offers a micro-sociological perspective on education. This theory posits that society is the product of the countless daily interactions between individuals. Rather than viewing the school as a rigid structure that imposes roles, interactionists study how the reality of the school is actively and continuously co-created by its participants, namely teachers and students. Central to this perspective is the analysis of how people use symbols, such as language, gestures, and labels, to make sense of their world and communicate with one another. In a classroom setting, concepts like the "looking-glass self," where an individual's sense of self is derived from their perception of how others see them, become critically important. For example, the labels a teacher applies to a student—such as 'intelligent', 'creative', or 'troublemaker'—are not neutral descriptors. These labels can significantly shape the student's self-concept and academic behavior, often leading to a 'self-fulfilling prophecy' where the student begins to act in accordance with the label they have been given. Thus, Symbolic Interactionism reveals that educational outcomes are not solely determined by broad social forces but are also profoundly influenced by the subjective meanings and interpretations that emerge from interpersonal dynamics within the school environment.

Based on the above source, attempt the following five questions.

281. A researcher studying education from a Symbolic Interactionist perspective would be most interested in which of the following questions?
(A) How do teacher-student conversations and classroom seating arrangements affect learning?
(B) How does the national education budget impact social inequality?
(C) What are the primary functions of the education system for society as a whole?
(D) Which social class benefits the most from the current educational structure?

282. The concept of the 'self-fulfilling prophecy' in the context of the passage implies that:
(A) students are destined to achieve a certain level of success based on their innate abilities.
(B) a teacher's expectations can influence a student's behavior and performance to match those expectations.
(C) all students will eventually fulfill their personal academic goals regardless of the teacher.
(D) the school's formal curriculum predetermines the future careers of all students.

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283. According to Symbolic Interactionism, the 'reality' of a school is:
(A) a fixed and objective structure defined by official policies.
(B) a social construct continuously shaped by the interactions of its members.
(C) an outcome of the economic base of society.
(D) a system designed to serve the needs of the ruling class.

284. The "looking-glass self" is a concept that explains how:
(A) an individual's self-concept is formed by imagining how others perceive them.
(B) social structures are reflected perfectly in individual personalities.
(C) students learn by observing and mimicking their teachers.
(D) schools act as a mirror, reflecting the inequalities present in society.

285. The primary analytical focus of Symbolic Interactionism in education is on:
(A) large-scale statistical data on student achievement.
(B) historical analysis of educational policies.
(C) subjective meanings and interpersonal dynamics in the classroom.
(D) the economic functions of schooling in a capitalist society.

Direction : Please read the following source carefully.

The study of social movements provides a critical framework for understanding the dynamics of societal change, including pressures for educational reform. Several theories attempt to explain why and how these movements emerge. The Relative Deprivation Theory posits that social movements are born from a subjective feeling of discontent. This arises when there is a perceived

gap between what people believe they deserve (their expectations) and what they actually receive (their reality). For example, an educational reform movement might start when a community feels its schools are unjustly underfunded compared to those in other areas. However, Resource Mobilization Theory offers a critique of this view, arguing that grievances and deprivation are more or less constant in society. The crucial factor for the emergence of a successful movement is not just discontent, but the ability of a group to acquire and effectively manage essential resources. These resources can include money, facilities, political influence, a dedicated labor force of volunteers, and positive media coverage. The Political Process Theory expands on this by highlighting the significance of the broader political context. It suggests that a movement's success is contingent upon the existence of "political opportunities," such as a relaxation of government repression, divisions among elites, or increased public support, which create a favorable environment for collective action. Lastly, New Social Movement Theory notes a shift in contemporary movements from class-based economic issues to concerns around identity, culture, and quality of life.

Based on the above source, attempt the following five questions.

286. According to Relative Deprivation Theory, what is the primary trigger for a social movement?
(A) The availability of substantial financial resources.
(B) The charismatic leadership of a single individual.
(C) A pre-existing and supportive political structure.
(D) A group's perception that they are unfairly disadvantaged.

287. Resource Mobilization Theory would argue that a student protest group is more likely to succeed if it:
(A) has the most deeply felt sense of injustice.
(B) is the first group to point out a problem in the education system.
(C) secures access to a printing press, social media experts, and legal aid.
(D) focuses exclusively on issues of personal identity and culture.

288. The concept of "political opportunities" within the Political Process Theory refers to:
(A) the financial resources available to a movement.
(B) factors in the political environment that make collective action more likely to succeed.
(C) the personal ambitions of the movement's leaders.
(D) the feeling of deprivation experienced by the movement's members.

289. A movement advocating for the inclusion of LGBTQ+ history in the school curriculum would best be categorized under which theory, according to the passage?
(A) Relative Deprivation Theory
(B) Resource Mobilization Theory
(C) Political Process Theory
(D) New Social Movement Theory

290. How does Resource Mobilization Theory critique Relative Deprivation Theory?
(A) By asserting that discontent is common, but the capacity to organize resources is the key variable.
(B) By arguing that political opportunities are more important than discontent.
(C) By suggesting that deprivation is not a real experience.
(D) By focusing on identity politics instead of economic grievances.

Direction : Please read the following source carefully.

The evolution of modern Indian educational thought is deeply indebted to thinkers who envisioned education as a catalyst for profound social and individual transformation. Swami Vivekananda articulated a powerful philosophy of a "man-making" education. He famously stated that education is "the manifestation of the perfection already in man," implying that the role of the educator is not to stuff the mind with information but to facilitate the unveiling of the learner's inherent potential. Vivekananda advocated for a blend of Western scientific rationalism and the spiritual wisdom of Vedanta, aiming to produce individuals who were intellectually sharp, physically strong, and morally upright. A core component of his vision

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was the cultivation of self-reliance, fearlessness, and a spirit of service to humanity (Seva), seeing education as a tool for national regeneration. In a similar vein but with a different emphasis, Rabindranath Tagore reacted against the restrictive and mechanical nature of colonial education. He founded Visva-Bharati as an alternative educational abode where learning could occur in harmony with nature and humanity. Tagore's philosophy championed creative self-expression through the arts, music, and literature. He believed the highest purpose of education was to foster a holistic, sensitive individual who could achieve a sense of unity with the universe and embrace a spirit of internationalism, transcending narrow nationalistic boundaries.

Based on the above source, attempt the following five questions.

291. Swami Vivekananda's concept of "man-making" education primarily emphasizes:
(A) the rote memorization of Vedic scriptures.
(B) a curriculum focused exclusively on Western scientific principles.
(C) the development of an individual's character, self-reliance, and potential.
(D) the training of individuals for specific vocational roles in society.

292. A key difference in the educational philosophies of Vivekananda and Tagore, as presented in the passage, is:
(A) Tagore emphasized creative expression in harmony with nature, while Vivekananda emphasized a synthesis of science and spirituality for self-realization.
(B) Vivekananda rejected Western science, while Tagore embraced it.
(C) Vivekananda focused on internationalism, while Tagore focused on nationalism.
(D) Tagore promoted a rigid classroom structure, while Vivekananda advocated for learning in nature.

293. The phrase "manifestation of the perfection already in man" implies that the teacher's role is that of a:
(A) director who imparts all knowledge.
(B) disciplinarian who enforces strict rules.
(C) technician who trains specific skills.
(D) facilitator who helps remove obstacles to learning.

294. The establishment of Visva-Bharati by Rabindranath Tagore was a direct response to:
(A) the need for more scientific research in India.
(B) the perceived limitations and artificiality of conventional schooling.
(C) the call to blend Vedantic spirituality with education.
(D) the demand for a more nationalistic curriculum.

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295. Both Vivekananda and Tagore shared a common belief that education should:
(A) follow the exact model of the ancient Gurukul system.
(B) prioritize the English language and Western literature.
(C) be a means for holistic human development rather than just information transfer.
(D) serve primarily to prepare students for government employment.

Direction : Please read the following source carefully.

Contemporary educational discourse has been significantly influenced by contrasting yet powerful philosophies, notably the critical pedagogy of Paulo Freire and the relational ethics of Nel Noddings. Freire, in his seminal work, fiercely criticized the traditional "banking" model of education, in which the teacher is the depositor of knowledge and students are passive receptacles. He argued that this method perpetuates oppression by discouraging critical thinking. As an alternative, Freire proposed a "problem-posing" education, where teachers and students engage in dialogue as co-investigators of their reality. The goal of this educational process, which he termed 'praxis' (the synthesis of reflection and action), is to achieve 'conscientização' or critical consciousness. This heightened awareness empowers learners to critically analyze and act upon the world to transform their oppressive social conditions, making education an act of liberation. On the other hand, Nel Noddings offers a different foundation for educational reform through her 'ethic of care'. She contends that the primary purpose of education is not intellectual development or social transformation in the

Freirean sense, but the nurturing of our capacity to care. For Noddings, the school's main objective should be to help students grow into competent, caring, loving, and lovable people. She suggests organizing the curriculum around 'centers of care'—care for self, for intimate others, for distant strangers, and for the nonhuman world—placing relationships, dialogue, and emotional well-being at the heart of the educational enterprise.

Based on the above source, attempt the following five questions.

296. Paulo Freire's "banking" model of education refers to a system where:
(A) students are encouraged to engage in critical dialogue with teachers.
(B) education is primarily seen as a financial investment.
(C) curriculum is centered on problems relevant to students' lives.
(D) knowledge is treated as a commodity to be transferred to passive learners.

297. The ultimate goal of Freire's 'problem-posing' education is:
(A) the development of critical consciousness for social transformation.
(B) the mastery of a specific body of academic content.
(C) the fostering of caring relationships within the classroom.
(D) the preservation of traditional cultural values.

298. A school curriculum designed according to Nel Noddings' 'ethic of care' would most likely prioritize:
(A) competitive examinations and student rankings.
(B) projects focusing on community relationships and personal well-being.
(C) abstract theoretical knowledge and logical reasoning.
(D) political action to dismantle oppressive structures.

299. What is a key difference between the philosophies of Freire and Noddings as described in the passage?
(A) Freire supports traditional teaching methods, while Noddings proposes a radical new pedagogy.
(B) Freire's focus is on political liberation from oppression, while Noddings' focus is on developing relational and emotional capacities.
(C) Freire is concerned with individual students, while Noddings is concerned with societal structures.
(D) Freire's method is based on dialogue, while Noddings' method is based on lectures.

300. The concept of 'praxis' in Freire's philosophy is best understood as:
(A) the cycle of reflecting on one's reality and taking action to change it.
(B) the passive reception of information from a teacher.
(C) the organization of the curriculum around centers of care.
(D) the process of learning through isolated, abstract reflection.

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ANSWERS

1. (B) Purusha and Prakriti
Sankhya philosophy posits a fundamental dualism between two eternal realities. Purusha represents pure consciousness, the passive observer, and the ultimate spirit. Prakriti constitutes the material cause of the universe, consisting of the three gunas. The interaction between these two principles leads to the manifestation of the phenomenal world and the evolution of individual existence, forming the core metaphysical framework of this ancient Indian system.

2. (A) The spiritual knowledge leading to liberation and self-realization.
In various Indian philosophical traditions, Vidya signifies higher knowledge that transcends mere intellectual understanding or empirical facts. It represents the spiritual insight necessary for attaining self-realization and liberation from the cycle of birth and death. Unlike worldly information, this form of wisdom focuses on the eternal truths regarding the nature of the self and reality, ultimately guiding the individual toward profound spiritual freedom.

3. (A) P-2, Q-4, R-3, S-1
Indian philosophical systems are characterized by unique core concepts. Anekantavada is the Jain doctrine of the manifoldness of reality. Ashtanga Yoga represents the eight-limbed path outlined in the Yoga school of thought. Pratītyasamutpāda signifies the Buddhist principle of dependent origination or interconnectedness. Advaita is the non-dualistic school of Vedanta emphasizing the identity of the individual soul with the ultimate reality, known as Brahman.

4. (D) To enable the individual to realize their spiritual self and values.
Idealism as a philosophical school of thought emphasizes the primacy of the mind and spirit over material existence. The ultimate aim of education within this framework is to assist individuals in realizing their spiritual potential and discovering eternal moral values. By focusing on the development of the intellect and character, education seeks to align the human soul with universal truths and the divine reality.

5. (C) teachers deposit information into students treated as passive recipients.
Paulo Freire introduced the concept of banking education to critique a traditional pedagogical model where students are viewed as empty containers. In this system, teachers act as depositors who fill students with detached information, discouraging critical thinking and active participation. This approach reinforces social hierarchies and passivity, prompting Freire to advocate for a more dialogical and problem-posing method that empowers learners for transformation.

6. (C) i and iii only
Structural functionalism views society as a complex system whose various parts work together to promote stability and solidarity. In the context of education, schools are perceived as vital social institutions that maintain social order. They achieve this by socializing individuals into shared norms, values, and beliefs. This process ensures that members of society are prepared to fulfill specific roles, contributing to collective harmony.

7. (D) Existentialism
Existentialism is a modern philosophical movement that emphasizes individual existence, freedom, and choice. The core tenet that existence precedes essence implies that human beings are born without a pre-defined nature or purpose. Consequently, individuals must create their own meaning and values through their actions and decisions. In an educational setting, this leads to a focus on personal responsibility and subjective experiences for learners.

8. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Swami Vivekananda advocated for a man-making education that focuses on the holistic development of the individual. He famously defined education as the manifestation of the

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perfection already inherent in human beings. Rather than mere information gathering, he believed education should cultivate character, mental strength, and spiritual awareness. This approach aims to empower individuals to reach their full potential and contribute meaningfully to the progress of society.

9. (C) They are temporary and change rapidly with individual preferences.
Social institutions like the family and school are characterized by their relative stability and enduring nature within a society. They are not temporary or rapidly changing based on individual preferences but are instead governed by established norms, rules, and structures. These institutions serve fundamental social needs and provide a framework for organized social behavior, ensuring the continuity of cultural values and the systematic socialization of individuals.

10. (A) Yoga
Kaivalya represents the ultimate goal of liberation in the Yoga school of Indian philosophy. It refers to a state of absolute freedom and isolation of the self from the entanglements of matter and the material world. By practicing the eightfold path of yoga, an individual seeks to transcend the gunas of Prakriti and realize their true nature as pure, eternal consciousness, leading to spiritual emancipation.

11. (D) centered on child interests and problem-solving experiences.
Pragmatism is a philosophical tradition that emphasizes practical experience and the utility of ideas in solving real-world problems. In education, pragmatists advocate for a curriculum that is dynamic and centered on the interests and needs of the child. Learning is viewed as an active process where students engage in problem-solving activities and experimental projects, allowing them to acquire knowledge through direct interaction with their environment.

12. (A) i, iii, and v
Dayanand Darshan, the educational philosophy of Swami Dayanand Saraswati, emphasized a return to the Vedic traditions for spiritual and intellectual guidance. It advocated for the importance of Brahmacharya, or disciplined student life, to cultivate moral and physical strength. Furthermore, it supported the Gurukula system as an ideal environment for education, where students live with teachers to receive a holistic training in spiritual and scientific knowledge.

13. (C) the impact of teacher expectations on student performance.
Symbolic interactionism is a micro-level sociological perspective that focuses on the meanings individuals attach to social interactions and symbols. In the field of education, this approach is particularly interested in studying how face-to-face interactions in the classroom shape student identities. For instance, it analyzes how teacher expectations and labels can significantly influence student performance and self-concept, highlighting the role of communication in educational outcomes.

14. (D) the state will not discriminate based on grounds of religion.
Secularism is a foundational value of the Indian Constitution that ensures the state maintains a neutral stance toward all religions. In the context of education, this principle implies that the state will not discriminate against any individual or institution based on religious grounds. Furthermore, while it allows for the free practice of faith, it prohibits compulsory religious instruction in state-run schools, promoting an inclusive environment for all citizens.

15. (A) Both Statement I and Statement II are true.
Buddhist philosophy posits Nirvana as the ultimate spiritual goal, representing the cessation of desire and the resulting extinction of suffering. This state of liberation is achieved by following the Eightfold Path, or Ashtanga Marga, which provides a comprehensive framework for ethical conduct, mental discipline, and wisdom. Together, these elements form the core of Buddhist teachings, guiding individuals toward enlightenment and freedom from the cycle of samsara.

16. (B) Knowledge is acquired via sensation of an objective, external world.
Realism is a philosophical school of thought that asserts the existence of an objective reality independent of human perception. Its central

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epistemological belief is that knowledge is acquired through sensory experience and observation of the external world. Educational practices influenced by realism emphasize the study of physical laws, scientific methods, and factual information, viewing the teacher as a person who accurately transmits truths about the material universe.

17. (B) 1, 3, 2, 4
The history of educational thought is marked by several influential Western thinkers from different eras. Mary Wollstonecraft wrote during the late eighteenth century, advocating for women's rational education. John Dewey was a major figure in the late nineteenth and early twentieth centuries, promoting progressivism. Paulo Freire gained prominence in the mid-twentieth century for his critical pedagogy, followed by Nel Noddings, who developed the ethic of care later.

18. (A) To reproduce the existing class structure and social inequality.
Conflict theory is a sociological perspective that views society as an arena of inequality and struggle between different social groups. From this viewpoint, the primary role of the education system in a capitalist society is to reproduce the existing class structure and maintain social inequality. Schools are seen as institutions that reinforce the interests of the dominant class, preparing students for specific social roles based on their background.

19. (C) freedom from authority and the conditioning of the human mind.
J. Krishnamurthy's educational philosophy is deeply centered on the idea of total freedom and the awakening of intelligence. He emphasized that true education should help individuals liberate their minds from social, religious, and psychological conditioning. By fostering a spirit of inquiry and observation without the pressure of authority or competition, education aims to cultivate a holistic understanding of life and the nature of the self.

20. (D) Relative Deprivation Theory
Relative deprivation theory explains the emergence of social movements by focusing on the psychological state of individuals or groups. It suggests that people are motivated to organize for change when they perceive a gap between their actual conditions and what they believe they deserve. This sense of injustice often arises when comparing their situation to others or to their own past, leading to collective action for social improvement.

21. (B) P-3, Q-1, R-4, S-2
Indian educational thinkers have contributed diverse concepts to the field of learning. Sri Aurobindo developed the framework of Integral Education, focusing on the holistic growth of all human dimensions. Mahatma Gandhi proposed Nai Talim, which emphasized craft-centered and self-supporting education. Rabindranath Tagore advocated for education in harmony with nature at Santiniketan. Savitribai Phule was a pioneer who dedicated her life to the education of girls and oppressed communities.

22. (B) Marxism
Marxism is a social and political philosophy that analyzes history and society through the lens of class struggle and economic forces. A curriculum aligned with Marxist principles focuses on making students aware of the exploitation and inequalities inherent in social structures. By encouraging critical analysis of power dynamics, such an education seeks to inspire collective action and social transformation aimed at creating a more equitable and classless society.

23. (D) The Quran and the Sunnah (Prophetic traditions).
In Islamic traditions, the primary sources for acquiring valid and authoritative knowledge are the Quran and the Sunnah. The Quran is regarded as the literal word of God, providing fundamental principles for all aspects of life. The Sunnah, consisting of the traditions and teachings of the Prophet Muhammad, offers practical guidance and interpretation of these principles. Together, they form the basis for spiritual, ethical, and legal understanding.

24. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Rabindranath Tagore established Visva-Bharati as an international university intended to be a meeting place for the cultures of the world. His vision was to create an educational environment

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that synthesized the spiritual values of the East with the scientific advancements of the West. By fostering creativity, internationalism, and a deep connection with nature, Tagore aimed to develop individuals who could appreciate human unity beyond national and cultural boundaries.

25. (C) Structural Functionalism - The contribution of schooling to social stability
Sociological theories offer different perspectives on the function of education within society. Structural functionalism primarily focuses on how schools contribute to social stability and the maintenance of the social order. It views education as an institution that transmits essential values and skills, sorting individuals into appropriate roles based on their abilities. This process ensures that society functions smoothly and continues to integrate new members effectively into its structures.

26. (A) the ultimate, unchanging reality or the Absolute.
In the Vedanta school of Indian philosophy, Brahman represents the ultimate, unchanging reality and the absolute consciousness that underlies the entire universe. It is considered the infinite source and the final destination of all existence. Vedanta explores the relationship between the individual self, or Atman, and Brahman, with different sub-schools offering various interpretations ranging from complete non-duality to qualified non-duality and dualistic perspectives.

27. (D) Naturalism
Naturalism is a philosophical school that advocates for education according to the laws of nature. It emphasizes the importance of the child's spontaneous development and suggests that learning should occur through direct experience with the natural world. By rejecting artificial constraints such as formal books and rigid classroom structures, naturalism seeks to foster a holistic growth that respects the inherent instincts and interests of the individual student.

28. (A) i and ii only
Jain philosophy is built upon the principles of non-violence, or Ahimsa, which is considered the highest moral duty. It emphasizes the attainment of liberation through the Triratnas, or Three Jewels: Right Faith, Right Knowledge, and Right Conduct. These jewels provide a comprehensive guide for ethical living and spiritual progress. Jainism also posits that every living being possesses a soul, and liberation involves freeing the soul from karmic attachments.

29. (C) Information consists of raw, unprocessed data and facts.
Within the educational hierarchy, information is distinguished as the basic level consisting of raw, unprocessed data and isolated facts. Unlike knowledge, which involves organizing and understanding these facts within a specific context, information lacks deeper meaning or connection. Wisdom represents a higher stage where knowledge is applied with judgment and insight. Therefore, information serves as the foundational material from which more complex cognitive structures are developed.

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30. (D) the ability to acquire and use resources like money and labor.
Resource mobilization theory argues that the success and sustainability of a social movement depend significantly on its ability to acquire and manage various resources. These include material assets like money and physical labor, as well as intangible resources like leadership and organizational networks. Rather than focusing solely on psychological discontent, this theory highlights the rational and strategic aspects of collective action in achieving specific social or political goals.

31. (A) caring relationships and relational capacities.
Nel Noddings developed the ethic of care as a philosophical framework for education that prioritizes the quality of human relationships. She argues that the primary aim of schools should be to nurture caring and trusting bonds between teachers and students. By focusing on relational capacities and responsiveness to the needs of others, education helps individuals develop into moral and compassionate beings capable of participating in a democratic and caring society.

32. (B) individuals learn the norms and behaviors of their culture.
Socialization is the lifelong process through which individuals learn and internalize the norms, values, behaviors, and social skills of their

culture. In the context of education, schools play a crucial role as agents of secondary socialization. By interacting with peers and authorities, students acquire the social competencies necessary to participate effectively in society. This process ensures the continuity of social structures and the transmission of cultural heritage.

33. (B) He believed education should center on literacy training only.
Mahatma Gandhi's educational philosophy, known as Nai Talim or Basic Education, was a holistic approach that integrated the development of the hand, heart, and head. He strongly believed that education should not be confined to literacy or book learning alone but should center on productive crafts. This model aimed to make education self-supporting and deeply connected to the realities of rural Indian life, fostering self-reliance and social responsibility.

34. (A) Sattva, Rajas, Tamas
In Sankhya philosophy, Prakriti is the primordial material principle composed of three fundamental qualities known as gunas. Sattva represents purity, light, and harmony. Rajas signifies activity, passion, and motion. Tamas is associated with inertia, darkness, and ignorance. The interplay and balance of these three gunas determine the characteristics and evolution of all physical and mental phenomena in the universe, forming the basis of material manifestation and individual temperament.

35. (C) Perennialism
Perennialism is an educational philosophy that advocates for a curriculum based on the enduring truths and great works of human civilization. It suggests that the primary purpose of education is to cultivate the intellect through the study of classic literature, philosophy, and history. In this model, the teacher's role is to act as an authority who transmits timeless knowledge to students, preparing them to understand universal human experiences and values.

36. (D) Promoting universal anarchy and social disorder.
Social institutions like the family and school perform essential functions that maintain the stability and continuity of society. These functions include the transmission of cultural heritage, the socialization of young members into group norms, and the fulfillment of basic human needs. By providing a structured environment and shared values, these institutions prevent social disorder and promote collective well-being. They act as the building blocks of organized social life and cooperative interaction.

37. (A) i, ii, and iv
Mary Wollstonecraft was a pioneering feminist thinker who argued that the perceived inferiority of women was the result of a lack of proper education rather than natural deficiency. She advocated for a national system of co-education that would provide both sexes with a reason-based curriculum. By cultivating their intellectual faculties, women would become rational beings and better contributors to society as wives, mothers, and citizens, challenging the traditional domestic-focused models.

38. (D) ensuring fairness and action to overcome historical disadvantages.
The constitutional value of justice in the Indian context goes beyond mere legal equality to include social, economic, and political dimensions. When applied to education, it implies ensuring fairness and taking proactive measures to overcome historical disadvantages faced by marginalized groups. This approach often involves affirmative action and inclusive policies designed to provide equitable opportunities for all students, regardless of their background, ensuring that every individual can reach their full potential.

39. (C) Statement I is true, but Statement II is false.
Existentialism emphasizes the importance of individual subjectivity, freedom, and the making of personal choices. In an educational context, existentialist teachers create a curriculum that allows students to explore their own values and determine their own meaning. They reject standardized tests and fixed bodies of knowledge that ignore the unique experiences of the individual. Instead, the focus is on fostering self-awareness and personal responsibility, encouraging students to become authentic beings through their decisions.

40. (D) the structure of political opportunities and constraints.

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Political process theory builds upon resource mobilization theory by incorporating the broader political context into the analysis of social movements. It emphasizes that the success of a movement is influenced by the structure of political opportunities and constraints, such as the openness of the state or the existence of influential allies. This perspective highlights how changes in the political environment can create favorable conditions for mobilization and the achievement of movement goals.

41. (B) 2, 3, 4, 1
The Ashtanga Yoga of Patanjali consists of an eight-limbed path designed to lead the practitioner toward spiritual liberation. The sequence begins with external ethical disciplines and physical postures before moving toward internal mental practices. Yama represents self-restraint and social ethics, followed by Niyama, which is personal discipline. Next are Asana, or physical postures, and Pranayama, or breath control. The later stages include Pratyahara, or sensory withdrawal, leading toward deep meditation and Samadhi.

42. (B) Jiva is identical to Brahman, with separation being an illusion.
Advaita Vedanta, founded by Adi Shankara, is a non-dualistic school of Indian philosophy that teaches the fundamental identity of the individual soul, or Jiva, with the ultimate reality, known as Brahman. According to this view, the perception of separation and diversity in the world is an illusion caused by ignorance, or Maya. Through the attainment of true spiritual knowledge, an individual realizes that their essence is Brahman, leading to liberation from the cycle of birth.

43. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Pragmatism advocates for the principle of utility in educational planning, asserting that the value of any subject or skill lies in its practical application. According to this philosophy, the curriculum should focus on experiences and knowledge that are directly useful for solving the problems encountered in daily life. By emphasizing the functional aspects of learning, pragmatism seeks to prepare students for active and effective participation in a constantly changing and evolving social environment.

44. (D) She pioneered education for girls and lower-caste communities.
Savitribai Phule was a pioneering social reformer and the first female teacher in modern India. Her primary contribution to education for social change was her dedicated effort to establish schools for girls and individuals from oppressed caste communities. Along with her husband, Jyotirao Phule, she challenged deep-seated social prejudices and worked tirelessly to provide marginalized groups with the tools for self-liberation and dignity through literacy and critical awareness.

45. (A) quality of life, identity, and cultural concerns.
New social movement theory emerged to explain collective actions that focus on post-materialist concerns rather than traditional economic class struggles. These movements are often centered around issues of identity, human rights, environmental protection, and the quality of life. They emphasize cultural changes and the development of new social meanings rather than just the seizure of political power. Examples include the feminist movement, LGBTQ+ rights advocacy, and modern environmentalism.

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46. (B) Nyaya
Nyaya is the school of Indian philosophy that focuses on logic and epistemology. It provides a detailed and systematic analysis of the means of acquiring valid knowledge, known as pramanas. Nyaya scholars particularly emphasized perception and inference as the primary tools for understanding reality and establishing truth. Their logical framework and methods of debate formed the foundation for intellectual discourse across various Indian philosophical traditions, influencing their development for many centuries.

47. (A) P-4, Q-3, R-1, S-2
Sociological theories provide different frameworks for understanding the role of education in society. Conflict theory focuses on how schools perpetuate social stratification and power imbalances. Structural functionalism emphasizes the role of education in socialization and maintaining social stability. Symbolic interactionism analyzes micro-level classroom dynamics and teacher-student interactions. New social movement theory highlights the

importance of identity and cultural meanings in collective efforts to influence social change through educational and other institutions.

48. (B) critically analyze how economic forces shape society.
A teacher who applies Marxist principles in the classroom encourages students to think critically about the social and economic structures that shape their lives. The focus is on understanding how power is distributed and how economic forces influence cultural and political institutions. By fostering class consciousness and awareness of exploitation, this pedagogical approach aims to empower students to become agents of social change, striving for a more equitable and just society.

49. (C) the physical, vital, mental, psychic, and spiritual aspects.
Sri Aurobindo's philosophy of Integral Education is based on the idea of developing the human being in all dimensions. It aims to cultivate the physical, vital, mental, psychic, and spiritual aspects of the individual simultaneously. This holistic approach recognizes that true perfection involves the integration and transformation of all these levels of existence. By providing a balanced environment for growth, Integral Education seeks to help individuals realize their divine potential and consciousness.

50. (C) the interconnectedness of all phenomena and arising factors.
Pratītyasamutpāda, or dependent origination, is a central doctrine in Buddhist philosophy that explains the nature of reality. It asserts that all phenomena arise in dependence upon various causes and conditions, and nothing exists independently or permanently. This principle highlights the interconnectedness of all things and is used to explain the cycle of suffering and rebirth. Understanding this interconnectedness is essential for achieving wisdom and eventually attaining liberation from the cycle of existence.

51. (B) i, ii, and iii
The cognitive hierarchy in education consists of several interconnected levels of understanding. Information represents the most basic stage, consisting of raw and unorganized facts. Knowledge is the result of processing and organizing this information to gain a deeper understanding of its context and significance. Wisdom is the highest level, involving the insightful and ethical application of knowledge with sound judgment. These levels are progressive, as wisdom generally requires a foundation of knowledge.

52. (A) freedom of thought, expression, belief, faith, and worship.
The constitutional value of liberty in the Indian context ensures that every individual has the right to freedom of thought, expression, belief, faith, and worship. In the field of education, this value upholds the right of students and educators to explore diverse ideas and express their perspectives without fear of state-imposed dogma. It fosters a vibrant and democratic learning environment where intellectual curiosity and personal convictions are respected and encouraged for all.

53. (B) the quality of caring and trusting relationships it fosters.
From the perspective of Nel Noddings' ethic of care, the primary measure of a school's success should be the quality of the relationships it fosters. Rather than relying solely on standardized test scores or academic competition, Noddings emphasizes the development of caring, empathetic, and trusting bonds among members of the educational community. A successful school is one that creates a supportive environment where students feel valued and learn to care for others responsibly.

54. (B) Ignorance or false knowledge that leads to bondage
In the context of Dayanand Darshan, the term Vidya represents true knowledge derived from the Vedas, while Avidya signifies ignorance or false knowledge. Avidya is viewed as the primary cause of human suffering and spiritual bondage, leading individuals away from the path of righteousness and truth. Education's goal is to dispel Avidya by providing correct understanding and moral guidance, ultimately enabling the individual to achieve personal growth and contribute to social well-being.

55. (D) Existentialism - Standardized, uniform curriculum

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Different Western philosophies have distinct implications for educational practice. Pragmatism is associated with the project method, while naturalism advocates for negative education. Idealism often utilizes lectures and Socratic dialogue to explore ideas. However, existentialism is fundamentally opposed to standardized and uniform curricula, as it prioritizes individual choice, subjective experience, and personal responsibility. Existentialist educators seek to provide a flexible environment where students can discover their own meaning and values through their unique decisions.

56. (B) People believing a situation is unjust and changeable.
Within political process theory, cognitive liberation refers to the psychological shift that occurs when a group of people begins to view their situation as unjust and changeable. This process involves a collective realization that existing conditions are not inevitable and that organized action can lead to meaningful social transformation. It is a crucial element for the mobilization of social movements, as it provides the necessary motivation and hope for individuals to participate in collective struggle.

57. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
J. Krishnamurthy was a vocal critic of traditional, organized education systems, which he believed were designed to produce conditioned and compliant individuals. He argued that systems based on authority, fear, and competition stifle the natural intelligence and creativity of the mind. Instead, he advocated for an educational approach that fosters total freedom and self-observation. Such an environment allows students to understand the workings of their own minds, leading to true psychological transformation.

58. (B) Pratyaksha (Perception)
Pratyaksha, or perception, is recognized as a primary and direct means of acquiring valid knowledge in Indian philosophical systems. It involves the direct interaction of the sense organs with external objects, resulting in immediate sensory experience. This method is fundamental to empirical observation and forms the basis for other forms of knowledge, such as inference and comparison. Pratyaksha provides the raw data from which our understanding of the physical world is constructed and verified.

59. (B) to transmit skills and sort individuals into social roles.
From a functionalist perspective, the school serves as a critical social institution that performs several vital functions for the stability of society. Its primary role is to transmit essential skills and values to the younger generation, preparing them for their future responsibilities. Additionally, schools act as a mechanism for sorting individuals into appropriate social and occupational roles based on their talents and achievements, ensuring that society's diverse needs are met effectively and efficiently.

60. (C) universal tolerance and acceptance of all religions.
Swami Vivekananda's historic address at the Parliament of Religions in Chicago focused on the principles of universal tolerance and the acceptance of all religions as valid paths to the same truth. He famously called for an end to religious fanaticism and bigotry, emphasizing the common spiritual heritage of humanity. His message highlighted the inclusive nature of Indian thought and its relevance in fostering global harmony and mutual respect among different faiths and cultures.

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61. (C) i, ii, and iii
Paulo Freire's educational philosophy is built upon the critique of traditional models and the promotion of liberatory practices. He strongly criticized the "banking" concept of education, where students are passive recipients of information. Instead, he advocated for a problem-posing model that encourages dialogue and critical inquiry. A central goal of his work is conscientização, or the development of critical consciousness, which empowers individuals to understand and transform their social and political realities.

62. (B) shielding from societal evils and allowing nature to teach.
The concept of negative education, famously proposed by Jean-Jacques Rousseau within the framework of naturalism, suggests that a child's early education should not involve formal instruction. Instead, it should focus on protecting

the child from the corrupting influences of society and allowing their natural instincts and senses to develop. By facilitating learning through direct experience with nature, this approach aims to prepare the child for the acquisition of more complex knowledge and reasoning later.

63. (B) Providing equal opportunity irrespective of caste or gender.
The constitutional value of equality in India is fundamentally reflected in policies that guarantee equal educational opportunities for all citizens. This principle ensures that no individual is denied access to education based on their caste, gender, religion, or social background. By providing scholarships, reservations, and inclusive infrastructure, the state strives to bridge social divides and ensure that every person has the chance to succeed, promoting a more equitable and democratic society for all members.

64. (A) Both Statement I and Statement II are true.
From the conflict perspective, the school curriculum is viewed as a site of power struggle where the values and interests of the dominant social class are prioritized. Conflict theorists argue that the "hidden curriculum"—the unspoken rules and norms taught in schools—works to instill values like obedience and passivity. This process prepares students to accept their position in a hierarchical society, thereby reproducing existing social and economic inequalities across generations.

65. (B) the pure, passive, and conscious self or spirit.
In the dualistic philosophy of Sankhya, Purusha represents the principle of pure, eternal, and unchanging consciousness. Unlike Prakriti, which is active and material, Purusha is characterized as a passive witness or observer of the phenomenal world. It is the spiritual self that remains untouched by the qualities and transformations of matter. Realization of the true nature of Purusha and its distinctness from Prakriti is the path toward liberation from the cycle of suffering.

66. (B) Wisdom involves the insightful application of knowledge.
In educational philosophy, wisdom is considered a higher cognitive state than knowledge. While knowledge involves the accumulation and understanding of facts, information, and theories, wisdom refers to the insightful and ethical application of that knowledge in real-life situations. Wisdom requires sound judgment, reflection, and an understanding of the broader implications of one's actions. It is the ability to use what one knows to navigate complex challenges and contribute to the common good.

67. (B) 1, 4, 3, 2
The major schools of Western philosophy have emerged in a historical sequence, reflecting changes in human thought and social contexts. Idealism, rooted in ancient Greek philosophy, was one of the earliest to develop. It was followed by Realism, which emphasized the objective material world. Pragmatism emerged in the late nineteenth century, focusing on practical consequences and utility. Existentialism became a prominent movement in the twentieth century, highlighting individual freedom, choice, and subjective experience as central themes.

68. (A) Conflict Theory
Conflict theory is a sociological perspective that views society as a dynamic arena of inequality where different groups compete for limited resources and power. This struggle between opposing forces is seen as the primary driver of social change and conflict. Unlike functionalism, which stresses stability and consensus, conflict theory highlights how social structures, including education, can perpetuate dominance and disadvantage, leading to ongoing tension and the potential for systemic transformation.

69. (C) creative arts, music, and learning in nature.
Rabindranath Tagore's educational vision, as implemented at Santiniketan, emphasized the importance of a holistic and creative environment. He believed that learning should not be confined to rigid classrooms but should occur in close harmony with the natural world. Tagore gave great prominence to the creative arts, music, and dance as essential components of a well-rounded education. This approach aimed to foster the imaginative and emotional development of students alongside their intellectual pursuits.

70. (D) Providing primary socialization and cultural values.

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The family is considered the most fundamental social institution and the primary agent of socialization in an individual's life. Its central role in education is to provide children with their initial understanding of social norms, cultural values, and basic behaviors. Through interactions within the family, individuals develop their language skills, emotional foundation, and sense of identity. This primary socialization provides the essential groundwork for all subsequent learning and participation in broader social structures.

71. (A) P-3, Q-4, R-1, S-2
Indian educational thinkers have offered unique and profound perspectives on the nature and purpose of learning. Swami Vivekananda defined education as the manifestation of the perfection already inherent in man. J. Krishnamurthy focused on the need for freedom from psychological conditioning and authority. Mahatma Gandhi advocated for craft-centered, self-supporting education through Nai Talim. Sri Aurobindo developed the philosophy of Integral Education, aiming at the holistic development of all dimensions of the human being.

72. (D) Samyak Smriti (Right Mindfulness)
According to Jain philosophy, the path to spiritual liberation is defined by the Triratnas, or Three Jewels. These consist of Samyak Darshan (Right Faith), Samyak Jnana (Right Knowledge), and Samyak Charitra (Right Conduct). Together, they provide a comprehensive framework for ethical living and the purification of the soul from karmic matter. While mindfulness is a significant concept in other traditions like Buddhism, it is not listed as one of the specific Three Jewels of Jainism.

73. (D) Pragmatism
Pragmatism is an educational philosophy that emphasizes the importance of learning through experience and active engagement with the environment. It advocates for a curriculum that is flexible and responsive to the interests and social needs of students. Implementing student-led projects that address real-world community problems is a hallmark of the pragmatic approach. This method encourages critical thinking, collaboration, and the practical application of knowledge, preparing students to become effective problem-solvers in a democratic society.

74. (C) (A) is true but (R) is false.
Symbolic interactionism is a micro-level sociological perspective that analyzes how individuals create social reality through face-to-face interactions and the use of symbols. It focuses on the subjective meanings that people attach to their actions and the world around them. Unlike macro-level theories like functionalism or conflict theory, which examine large social structures like the economy or state, symbolic interactionism emphasizes the importance of small-scale social processes and everyday communication in shaping identity and society.

75. (D) All of the above goals.
An education system that reinforces blind obedience to tradition and maintains a rigid social hierarchy is fundamentally opposed to the principles of social change and individual empowerment. Thinkers who advocate for critical thinking, social justice, equality, and creative expression would all challenge such a model. They believe that the purpose of education is to cultivate independent minds capable of questioning authority and working toward a more equitable and vibrant society for all its members.

76. (B) religious sciences, logic, and philosophy.
Historically, the Madrasa system in Islamic tradition has been a center for advanced learning in a wide range of subjects. While religious sciences such as the study of the Quran and Hadith were central, the curriculum also placed a strong emphasis on logic, philosophy, mathematics, and linguistics. This holistic approach aimed to produce scholars who were well-versed in both spiritual and intellectual traditions, contributing to the rich cultural and scientific heritage of the Islamic world.

77. (D) Education is a primary means of transmitting and preserving culture.
There is a deep and reciprocal relationship between education and culture within any society. Education serves as one of the primary mechanisms through which a group's cultural heritage, including its values, traditions, and knowledge, is transmitted to the next generation.

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At the same time, education acts as a medium for the preservation and enrichment of culture. By exposing students to cultural symbols and practices, schools ensure the continuity and vitality of social identity.

78. (A) i, ii, and iii
Different Western philosophies offer varying perspectives on the roles of teachers and students in the educational process. Idealism emphasizes the teacher's role as a moral and spiritual guide. Realism advocates for a curriculum based on objective facts and scientific principles. Naturalism suggests that education should follow the natural development and interests of the child. However, pragmatism rejects the idea of a fixed curriculum based on eternal truths, favoring instead a dynamic, experience-based approach to learning.

79. (B) participation of stakeholders in school governance.
The constitutional value of democracy, when applied to education, implies a shift away from authoritarian and rigid structures toward a more participatory model. This involves the active involvement of various stakeholders, including teachers, students, parents, and community members, in school governance and decision-making processes. By fostering a culture of dialogue and shared responsibility, democratic education prepares individuals to become active and informed citizens who can contribute effectively to the functioning of a free society.

80. (D) New Social Movement Theory
New social movement theory is particularly well-suited to explain collective actions that arise around issues like human rights, identity, and social justice. These movements often emerge from a sense of injustice regarding cultural or moral concerns rather than purely economic grievances. They emphasize the development of shared meanings and the promotion of universal values. Unlike traditional class-based movements, they focus on quality of life and the empowerment of marginalized groups within a modern, complex society.

81. (C) Ahimsa (Non-violence)
In Patanjali's Yoga Sutras, Yama represents the first limb of the eightfold path, focusing on social ethics and self-restraint. There are five Yamas: Ahimsa (non-violence), Satya (truthfulness), Asteya (non-stealing), Brahmacharya (continence), and Aparigraha (non-possessiveness). These principles guide the practitioner's interactions with others and the world. Concepts like Santosha, Tapas, and Svadhyaya are part of Niyama, the second limb, which focuses on personal observances and internal disciplines for spiritual growth and mental clarity.

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82. (B) To facilitate student exploration and choice.
In an existentialist classroom, the teacher's role is not to act as an absolute authority or a mere transmitter of pre-determined knowledge. Instead, the teacher functions as a facilitator who helps students explore their own values and make authentic choices. By creating an environment that respects individual freedom and subjectivity, the existentialist educator encourages students to take responsibility for their own learning and existence. The focus is on fostering self-awareness and personal growth through unique experiences.

83. (B) instill values like obedience preparing them for roles as workers.
From a Marxist perspective, the education system serves the interests of the capitalist class by preparing students for their roles in the labor market. The "hidden curriculum" refers to the unspoken lessons in obedience, punctuality, and respect for authority that students learn through the school's structure and routines. These values are seen as essential for producing a compliant workforce that will not challenge the existing economic order, thereby reinforcing social inequality and class dominance.

84. (B) the Vedas contained all true spiritual and scientific knowledge.
Swami Dayanand Saraswati's call to go "back to the Vedas" was based on his conviction that these ancient texts were the source of all true spiritual and scientific knowledge. He believed that the Vedas provided a pure and rational foundation for society, free from the superstitions and corruptions that had developed over time. His educational philosophy emphasized the study of Vedic teachings alongside modern subjects

to create a morally strong and intellectually enlightened community.

85. (C) Symbolic Interactionism
A researcher studying the impact of labels such as "gifted" or "slow learner" on a student's self-concept is utilizing the symbolic interactionist perspective. This approach focuses on how individuals internalize the meanings and expectations communicated through social interactions. By analyzing the micro-level processes of labeling and reaction, symbolic interactionism highlights how educational categories can become self-fulfilling prophecies, significantly shaping a student's identity, motivation, and future performance within the school system and beyond.

86. (A) Statement I is a superficial summary; Statement II represents her core argument.
Mary Wollstonecraft's educational philosophy is often summarized by her focus on women's domestic roles, but her core argument was much more radical. She asserted that women are rational beings entitled to the same fundamental education as men. While she believed that education would make women better companions and mothers, she argued that this was secondary to the primary goal of developing their reason and moral character. Thus, her work represents a foundational plea for gender equality and rational enlightenment.

87. (D) Theocracy
The Preamble of the Indian Constitution enshrines the fundamental values and objectives of the nation. These include justice, liberty, equality, and fraternity, which together form the basis of a democratic and inclusive society. Secularism and socialism were also added as key principles to guide national policy. However, theocracy—a system of government based on religious authority—is fundamentally opposed to the secular and democratic character of the Indian state as established by its founding document.

88. (B) There is no independent self; it is an aggregate of elements.
The Buddhist doctrine of Anatman, or no-self, is a fundamental tenet that distinguishes it from many other Indian philosophical traditions. It posits that there is no permanent, unchanging soul or independent self at the core of a person's existence. Instead, what we perceive as the "self" is actually a dynamic and constantly changing aggregate of various physical and mental elements. Realizing the lack of a permanent self is considered essential for achieving wisdom and liberation.

89. (C) critical reflection and ethical decision-making.
A curriculum designed to promote wisdom moves beyond the mere transmission of information or the development of narrow vocational skills. It emphasizes the cultivation of critical reflection, ethical sensitivity, and sound judgment. By engaging with complex problems and diverse perspectives, students learn to apply their knowledge thoughtfully and responsibly. Such an education seeks to develop individuals who can navigate the world with insight and integrity, considering the broader consequences of their choices for society.

90. (C) an organized collective effort to change society.
A social movement is best defined as a sustained and organized collective effort by a group of people to bring about, prevent, or resist social, political, or cultural change. Unlike spontaneous gatherings or government initiatives, social movements involve a degree of planning, leadership, and a shared sense of purpose. They operate outside of traditional institutional channels to challenge existing power structures and promote new ideas or values within a society, reflecting collective agency.

91. (B) 1, 2, 3, 4
The history of Indian educational thought features several prominent figures whose lives and contributions spanned the nineteenth and twentieth centuries. Savitribai Phule, born in 1831, was a pioneer in female and marginalized caste education. Swami Vivekananda followed in 1863, focusing on spiritual and character development. Sri Aurobindo was born in 1872, developing the philosophy of Integral Education. J. Krishnamurthy, born in 1895, emphasized psychological freedom and the awakening of intelligence through self-observation.

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92. (C) i, ii, iii, and iv
Various sociological theories offer different perspectives on the origins and dynamics of social movements. Relative deprivation theory focuses on the psychological gap between expectations and reality. Resource mobilization theory emphasizes the rational acquisition and management of resources and leadership. Political process theory highlights the importance of broader political opportunities and state structures. New social movement theory explores collective actions centered on identity and quality of life. Together, these theories provide a comprehensive understanding of collective social change.

93. (B) Basic Education
Mahatma Gandhi's revolutionary concept of Nai Talim is also commonly referred to as Basic Education or the Wardha Scheme. It represents a craft-centered and holistic approach to learning that aimed to integrate physical labor with intellectual development. Gandhi believed that education should be self-supporting and rooted in the local culture and economy. This model was designed to empower individuals, particularly in rural India, fostering self-reliance, moral character, and a sense of social responsibility through practical training.

94. (D) humanities, arts, and mental ideas.
Idealism is a philosophical school that views the mind and ideas as the ultimate reality. In an educational context, idealists prioritize a curriculum that focuses on the study of humanities, arts, philosophy, and literature. These subjects are seen as the best means for cultivating the intellect and exposing students to eternal truths and moral values. By engaging with great ideas, education seeks to develop the student's character and align their individual spirit with the universal reality.

95. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
In Sri Aurobindo's philosophy of Integral Education, the role of the teacher is significantly transformed from a traditional lecturer to a guide and facilitator. This approach is based on the fundamental principle that true knowledge cannot be imposed from the outside; it must be awakened from within. The teacher's task is to provide a supportive environment and appropriate stimuli that help the student discover their own innate potential and navigate their unique path toward self-realization.

96. (B) Realism
Realism is a philosophical position that asserts the independent existence of a material world governed by objective physical laws. It holds that reality is composed of matter and energy and can be understood through scientific investigation and empirical observation. In education, realism advocates for a curriculum centered on the study of the physical and natural sciences, mathematics, and logic. The goal is to provide students with accurate knowledge about the external world and its functioning.

97. (C) Buddhism
The Four Noble Truths constitute the foundational doctrine of Buddhist philosophy, providing an analysis of the nature of human existence. They state that life involves suffering, suffering is caused by attachment and desire, suffering can be ended through the cessation of desire, and there is a specific path—the Eightfold Path—to achieve this liberation. Together, these truths offer a diagnosis of the human condition and a practical framework for spiritual practice aimed at attaining enlightenment.

98. (B) Hidden Curriculum
In the sociology of education, the hidden curriculum refers to the unofficial and unspoken norms, values, and beliefs that students learn through the experience of attending school. This includes lessons in social hierarchy, punctuality, obedience to authority, and cultural expectations that are not part of the formal syllabus. While the formal curriculum focuses on academic subjects, the hidden curriculum plays a significant role in the socialization process and the reproduction of existing social structures and inequalities.

99. (D) Ishvara Pranidhana (Surrender to God)
The Panch Mahavratas are the five great vows that guide the ethical conduct of practitioners in Jainism. These include Ahimsa (non-violence), Satya (truthfulness), Asteya (non-stealing), Brahmacharya (continence), and Aparigraha (non-possessiveness). These vows are intended to purify the soul and prevent the accumulation of

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karma. Ishvara Pranidhana, which refers to the surrender to a personal God, is a concept found in the Yoga school of philosophy but is not part of the atheistic framework of Jainism.

100. (C) reduce educational inequalities through democratic means.
In the context of the Indian Constitution, socialism signifies a commitment to achieving social and economic justice through democratic and evolutionary processes. When applied to education, it aims to reduce disparities by ensuring that all citizens have equitable access to quality learning opportunities. This involves implementing policies such as free and compulsory education, scholarships for marginalized groups, and state support for public schools. The goal is to bridge the gap between different social classes and promote collective well-being.

101. (B) P-4, Q-3, R-2, S-1
Western philosophical schools offer diverse perspectives on the primary focus of education. Pragmatism emphasizes problem-solving and learning through experience. Existentialism prioritizes individual choice and the creation of personal meaning. Realism focuses on the study of the objective material world and factual knowledge. Naturalism advocates for an education that is in harmony with the natural development of the child. Together, these traditions have significantly shaped modern pedagogical theories and classroom practices across the globe.

102. (C) problems from learner contexts are used for inquiry.
Paulo Freire's problem-posing education is a dialogue-based approach that stands in contrast to the traditional banking model. In this method, the teacher and students act as co-investigators who explore problems drawn from the learners' own lives and social contexts. By engaging in critical dialogue, students learn to perceive the world more clearly and develop the skills to transform it. This approach fosters critical consciousness and empowers individuals to become active participants in their own liberation.

103. (B) reveals the true nature of the Self (Atman).
In the Vedantic tradition, Vidya refers to the higher knowledge that leads to spiritual liberation. Specifically, it signifies the realization of the true nature of the individual self, or Atman, and its relationship with the ultimate reality, Brahman. Unlike worldly knowledge, which is concerned with the phenomenal world, this spiritual insight dispels ignorance and frees the individual from the cycle of birth and death. The pursuit of this knowledge is considered the ultimate aim of human life.

104. (B) A campaign demanding the 'Right to Education' act.
A campaign demanding the implementation of the "Right to Education" act is a prime example of a social movement's function in the field of education. Such collective efforts are organized by citizens to advocate for systemic changes and policy reforms that promote social justice and equal opportunities. By mobilizing public support and putting pressure on the government, social movements can significantly influence educational laws and the distribution of resources, driving progress toward a more equitable society.

105. (A) Both Statement I and Statement II are true.
Within the orthodox schools of Indian philosophy, Sankhya and Yoga are closely related but differ in their theological stance. Sankhya is traditionally considered an atheistic or non-theistic system because its metaphysical framework does not require a creator God to explain the origin and evolution of the universe. In contrast, the Yoga school incorporates the concept of 'Ishvara' as a special Purusha who serves as an ideal for practitioners, making it a theistic philosophy.

106. (B) understanding, context, and making connections.
While information consists of raw, isolated facts and data, knowledge represents a higher level of cognitive processing. Knowledge implies that information has been organized, contextualized, and understood by an individual. It involves making meaningful connections between different pieces of data and applying them within a specific framework. Therefore, the transition from information to knowledge is a crucial aspect of the learning process, moving from

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mere awareness to a deeper and more integrated understanding.

107. (D) She advocated for a scripture-based religious education.
Savitribai Phule's educational work was characterized by its radical and inclusive nature. She established the first school for girls in modern India and dedicated her life to educating marginalized communities, facing intense social opposition. Her approach was not focused on scripture-based religious education but on providing practical literacy and fostering critical awareness for social liberation. She believed that education was the key to breaking the chains of caste and gender oppression, promoting dignity and self-reliance.

108. (C) Structural Functionalism
Structural functionalism is the sociological perspective that analyzes how schools, as social institutions, contribute to the maintenance of the social order. It views the education system as a vital part of society that transmits shared values, socializes individuals into their future roles, and ensures social integration. By preparing members to fulfill specific functions within the broader structure, schools help maintain stability and promote collective solidarity, ensuring that society continues to function smoothly across generations.

109. (B) women were only suited for domestic educational roles.
Mary Wollstonecraft's seminal work, "A Vindication of the Rights of Woman," was a powerful response to contemporary theorists like Rousseau who argued that women's education should be limited to domestic skills and pleasing men. Wollstonecraft challenged these views by asserting that women are rational beings whose intellectual development is essential for their personal dignity and their roles as mothers and citizens. She argued that a narrow education based on sensibility only served to render women weak and dependent.

110. (D) Maya (Illusion)
The concept of the Purusharthas represents the four fundamental aims or goals of human life in Indian thought. These include Dharma (righteous conduct and duty), Artha (material prosperity and wealth), Kama (emotional fulfillment and desire), and Moksha (spiritual liberation). These goals provide a balanced framework for a fulfilling and purposeful life. Maya, which refers to the cosmic illusion or the phenomenal world's deceptive nature, is a metaphysical concept in Vedanta but not one of the four human aims.

111. (C) Pragmatism
Pragmatism is an educational philosophy that emphasizes the active and experimental nature of learning. Its characteristics include viewing the teacher as a facilitator who guides students through problem-solving experiences based on their interests. Pragmatists believe that truth is not absolute or eternal but is something that is created through human experience and action. This approach focuses on the practical application of ideas and the continuous growth of the individual within a democratic and social environment.

112. (C) harmony, where learning is an organic natural process.
Rabindranath Tagore's educational philosophy was deeply rooted in the idea of harmony between human beings and the natural world. He believed that the current model of rigid, classroom-based schooling was artificial and stifling to the child's spirit. Instead, he advocated for learning to occur in an organic and natural setting where students could interact freely with their environment. This harmony fosters a sense of unity and empathy, allowing for a more holistic and creative development of the individual.

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113. (B) Political Process Theory
Political process theory explains the rise and success of the Civil Rights Movement by analyzing the broader political opportunity structure in the United States. It points to factors such as the increasing voting power of African Americans and favorable political alignments that created an environment conducive to mobilization. This perspective highlights how social movements are not just spontaneous outbursts but are strategically timed responses to changes in the political landscape that offer new possibilities for achieving social change.

114. (A) Insistence on truth or soul-force.

Satyagraha is a central concept in Mahatma Gandhi's philosophy of non-violent resistance. The term literally means "insistence on truth" or "truth-force," derived from the Sanskrit words Satya (truth) and Agraha (insistence). It represents a method of social and political struggle based on the power of the soul and the commitment to truth and non-violence. For Gandhi, Satyagraha was not just a political tactic but a moral way of life aimed at transforming the opponent through love and self-suffering.

115. (C) to foster self-awareness and personal responsibility.
From an existentialist perspective, the primary aim of education is to assist individuals in becoming aware of their own freedom and the responsibility that comes with it. Rather than conforming to societal expectations or mastering a pre-determined body of knowledge, students are encouraged to explore their own values and determine their own path. Existentialist education seeks to foster self-awareness and personal responsibility, helping each person to create meaning in their life through their unique choices and actions.

116. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Conflict theorists strongly challenge the idea that educational systems are meritocratic, where success is based solely on individual ability and hard work. They argue that social background, including factors like class, gender, and race, plays a more significant role in determining educational outcomes. From this viewpoint, schools tend to reward the cultural capital of the dominant groups, thereby reinforcing existing social inequalities rather than providing a neutral platform for social mobility for all students.

117. (C) inertia, darkness, and ignorance.
In the Sankhya school of Indian philosophy, Tamas is one of the three fundamental gunas or qualities that constitute Prakriti. It is associated with the qualities of inertia, heaviness, darkness, and ignorance. When Tamas is dominant, it leads to passivity, confusion, and a lack of clarity in both physical and mental phenomena. Understanding the role of Tamas, along with Sattva and Rajas, is essential for analyzing the nature of the material world and the development of the human mind.

118. (C) knowledge gained from a reliable authority.
Shabda, or verbal testimony, is recognized as a valid means of acquiring knowledge (pramana) in several Indian philosophical systems. It refers to the knowledge gained from the words of a reliable authority, such as the scriptures or a trustworthy teacher. For information to be considered Shabda, the source must be credible and the statement must be understandable. This method is particularly important for acquiring knowledge about spiritual and metaphysical realities that are beyond the reach of direct perception.

119. (B) Organizing projects where diverse students work together.
Secularism as a national value in education is best promoted through experiential and inclusive activities. Organizing collaborative projects that require students from diverse backgrounds to work toward a common goal is highly effective. Such interactions foster mutual respect, empathy, and an appreciation for different cultures and beliefs. This practical application of secular principles helps students internalize the value of pluralism and equal respect for all, moving beyond mere theoretical understanding toward real social harmony.

120. (B) "Education is to understand life, not just pass exams."
A central theme in J. Krishnamurthy's teachings is that the true purpose of education is to help individuals understand the whole of life, rather than just preparing them for careers or academic success. He emphasized that being educated involves more than just passing exams or acquiring technical knowledge. It requires a deep understanding of one's own mind, relationships, and the world. For Krishnamurthy, education is a process of self-discovery that leads to a life of freedom and intelligence.

121. (B) P-3, Q-4, R-1, S-2
Different theories of social movements focus on unique aspects of collective action. Relative deprivation theory highlights the expectation gap felt by individuals. Resource mobilization theory emphasizes the role of organization and leadership in managing assets. Political process theory introduces the concept of cognitive liberation, where people realize a situation is

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unjust and changeable. New social movement theory focuses on post-materialist values like identity and quality of life. These perspectives together offer a comprehensive framework for sociological analysis.

122. (B) developing critical awareness of social reality.
The term conscientização, or conscientization, was popularized by Paulo Freire to describe the process of developing a critical awareness of social, political, and economic contradictions. It involves learning to perceive the forces that shape one's reality and taking action against oppressive elements. This transformative process is central to Freire's pedagogy, as it empowers individuals to move from a state of passive acceptance to becoming active subjects who can participate in their own liberation and social change.

123. (C) activity, passion, and restlessness.
Rajas is one of the three gunas or fundamental qualities in the Sankhya philosophy of nature. It is associated with the principles of activity, passion, motion, and restlessness. Rajas provides the energy necessary for change and evolution in both the material world and the human psyche. When dominant, it manifests as desire, ambition, and intense emotional states. The balance between Rajas, the purity of Sattva, and the inertia of Tamas determines the nature of all phenomenal existence.

124. (D) Existentialism
The statement that "man is nothing else but what he makes of himself" is a quintessential expression of existentialist thought. This philosophy emphasizes that human beings have no pre-determined nature or essence; instead, they define themselves through their own choices and actions. Existentialism places the burden of meaning and identity squarely on the individual, highlighting the profound freedom and responsibility inherent in human existence. In education, this leads to a focus on personal authenticity and subjective development.

125. (A) i, ii, and iv
Swami Vivekananda's educational philosophy was broad and inclusive, emphasizing the holistic development of the individual. He advocated for the assimilation of life-building ideas and the combination of Western scientific knowledge with the spiritual insights of Vedanta. Furthermore, he famously stressed physical strength as a prerequisite for mental and spiritual growth. Contrary to some misconceptions, Vivekananda was a strong advocate for the education of both women and the masses, seeing it as essential for national regeneration.

126. (C) reproduction of inequality and cultural capital.
A sociologist observing that affluent students often dominate classroom discussions might analyze this phenomenon through the concepts of social reproduction and cultural capital. Students from privileged backgrounds often bring linguistic skills, confidence, and cultural knowledge that are highly valued in the school setting. This advantage allows them to participate more effectively, leading to better outcomes. In this way, schools can unintentionally reinforce existing class disparities by rewarding the specific cultural assets that affluent students have already acquired at home.

127. (C) the right to establish and administer educational institutions.
In the context of the Indian Constitution, the value of freedom ensures that various communities have the right to establish and administer their own educational institutions. This provision protects the cultural and linguistic rights of minorities, allowing them to preserve and promote their heritage through education. It reflects the democratic and pluralistic spirit of the nation, ensuring that diverse groups can participate in the educational landscape while following general standards and regulations set by the state.

128. (C) Statement I is false, but Statement II is true.
Naturalism as an educational philosophy places the child at the center of the learning process and views nature as the primary teacher. It suggests that the teacher should not play an autocratic or central role in imparting knowledge but should instead act as a facilitator or observer. The true source of learning according to naturalists is the child's own direct experience with the natural world and their spontaneous interaction with their environment, which fosters holistic development.

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129. (C) the attainment of knowledge of Atman and Brahman.
The ultimate goal of education in the Vedantic tradition is the attainment of spiritual liberation, or Moksha. This is achieved through the profound knowledge of the self, or Atman, and its essential identity with the ultimate reality, Brahman. This spiritual insight transcends mere intellectual understanding and requires a transformative realization that frees the individual from the ignorance that causes suffering. Vedantic education thus focuses on the path of self-discovery and the pursuit of eternal truth.

130. (B) unique characters of relationships and responsiveness.
Nel Noddings' ethic of care offers a unique perspective that contrasts with traditional ethical theories based on universal and abstract principles. She emphasizes that morality is rooted in the quality of unique relationships and our responsiveness to the needs of others. In an educational context, this means that teachers should prioritize the cultivation of caring bonds with their students. By focusing on the relational aspect of ethics, Noddings seeks to create more compassionate and supportive learning environments.

131. (C) Mahatma Gandhi - Negative Education
Educational concepts are often linked to specific thinkers who developed or popularized them. Paulo Freire is known for his critique of banking education. Sri Aurobindo developed the framework of Integral Education. Swami Vivekananda is associated with man-making education focused on manifesting inner perfection. However, Mahatma Gandhi is linked to Nai Talim or Basic Education, not negative education. Negative education is a concept famously proposed by Jean-Jacques Rousseau within the philosophical tradition of naturalism.

132. (B) 3, 2, 1
In Sankhya philosophy, the three gunas that constitute the material world are ordered based on their qualities of purity and activity. Sattva is the highest guna, representing harmony, light, and intelligence. Rajas is the intermediate guna, associated with activity, passion, and motion. Tamas is the lowest and most inert guna, characterized by darkness, ignorance, and heaviness. This hierarchy helps explain the evolution of matter and the different states of the human mind and physical phenomena in the universe.

133. (C) harmony, balance, light, and intelligence.
Sattva is one of the three fundamental qualities or gunas in the Sankhya school of Indian philosophy. It is associated with the principles of harmony, balance, purity, light, and intelligence. When Sattva is dominant, it leads to clarity of thought, peacefulness, and spiritual progress. In the context of human nature and education, cultivating Sattva is considered essential for achieving wisdom and a deeper understanding of reality, as it provides the necessary mental environment for enlightenment.

134. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
From a structural functionalist perspective, social stratification and the unequal distribution of rewards are seen as beneficial and necessary for the smooth functioning of society. Functionalists argue that schools play a key role in this process by identifying and motivating the most talented individuals to pursue cognitively demanding and socially important roles. By offering higher rewards for these positions, society ensures that its vital needs are met by the most capable and well-trained members, maintaining stability.

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135. (B) Lectures and observation of the material world.
Realism as an educational philosophy emphasizes the importance of understanding the objective material world through sensory experience and systematic observation. Consequently, the primary teaching methods supported by realism include lectures that transmit factual information and organized observations of physical phenomena. The teacher's role is to act as an expert who provides students with accurate and verified knowledge about the laws of nature and the external world, ensuring they are well-equipped to understand reality.

136. (D) Social, economic, and political justice.
The concept of justice as enshrined in the Preamble of the Indian Constitution is comprehensive, encompassing social, economic, and political dimensions. This multi-faceted value

implies that the state is committed to ensuring fairness and removing inequalities in all areas of life. In education, this means not only providing legal equality but also working to overcome social barriers and economic disadvantages that prevent marginalized individuals from accessing quality learning and participating fully in the democratic process.

137. (B) Social norms organized around societal values.
A social institution is a complex and enduring system of organized social norms and roles designed to fulfill fundamental societal needs. These institutions, such as the family, school, and government, are built around shared values and provide a stable framework for human interaction and behavior. Rather than being mere buildings or temporary groups, social institutions are the structural elements that ensure the continuity and stability of a society's cultural and social life over generations.

138. (B) Education helps individuals discover divine consciousness.
Sri Aurobindo's educational thought is rooted in the spiritual goal of human evolution toward a higher state of being. He believed that the primary purpose of education is to assist individuals in discovering and manifesting the divine consciousness that is latent within them. This process involves the holistic development of all human faculties—physical, vital, mental, and psychic—leading to an integral transformation of the self and eventually contributing to the spiritual progress of humanity.

139. (B) Pragmatism
Pragmatism is an educational philosophy that advocates for learning through active experience and practical engagement. A teacher who believes that knowledge is constructed through student-led projects and real-world problem-solving is applying pragmatic principles. This approach emphasizes the utility of ideas and the continuous growth of the individual through interaction with their social and physical environment. By focusing on the "doing" aspect of learning, pragmatism seeks to prepare students for the challenges of daily life.

140. (C) Jainism
Anekantavada is a fundamental doctrine in Jain philosophy that asserts the manifold nature of reality. It suggests that truth and reality are complex and have multiple aspects, which can be perceived from various viewpoints. This principle promotes an attitude of intellectual humility and tolerance, as it acknowledges that any single perspective captures only a partial truth. In an educational context, Anekantavada encourages students to consider diverse viewpoints and avoid dogmatic certainty in their beliefs.

141. (B) ii and iii only
The sociology of education encompasses several theoretical perspectives that analyze the role of schools in society. Conflict theory highlights how education can perpetuate social inequality and the reproduction of class structures. Structural functionalism views schools as essential institutions that contribute to social integration and stability by transmitting shared values. While symbolic interactionism is a micro-level theory focused on classroom dynamics, the hidden curriculum is often a key area of study for conflict theorists rather than functionalists.

142. (A) physical, social, and spiritual well-being.
The educational philosophy of Swami Dayanand Saraswati, known as Dayanand Darshan, aimed at the holistic development of the individual based on Vedic principles. His vision for education was to create a society where members achieved physical strength, social harmony, and spiritual enlightenment. By combining traditional Vedic teachings with practical knowledge and moral discipline, this approach sought to empower individuals to live a life of righteousness and contribute meaningfully to the progress and well-being of the nation.

143. (D) Samskara (Impression)
In Indian philosophy, the means of acquiring valid knowledge are known as pramanas. Common pramanas include Pratyaksha (perception), Anumana (inference), Shabda (verbal testimony), and Upamana (comparison). These methods provide a logical framework for understanding reality. Samskara, on the other hand, refers to mental impressions or latent tendencies formed by past experiences and actions. While Samskara influences individual behavior and consciousness, it is not considered

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a formal method or instrument of acquiring valid new knowledge.

144. (B) rendered them weak and incapable of reason.
Mary Wollstonecraft was highly critical of the traditional education prescribed for women, which focused on cultivating "sensibility" and emotional refinement rather than reason. She argued that this approach was detrimental because it rendered women weak, frivolous, and incapable of rational thought. By neglecting their intellectual development, such education prevented women from becoming truly moral and independent beings. Wollstonecraft advocated for a more rigorous, reason-based curriculum that would enable women to participate fully as rational members of society.

145. (C) John Dewey
John Dewey, a leading figure in the pragmatic and progressive education movements, famously stated that the school should be a miniature society. He believed that education is not just a preparation for future life but is life itself. In his view, students should learn through actual living and engaging in collaborative, social activities. By making the school reflect the challenges and processes of the broader community, Dewey aimed to foster the democratic skills and social awareness necessary for active citizenship.

146. (A) family provides primary, and school provides secondary socialization.
The family and the school are both critical social institutions, but they perform different types of socialization. The family is the primary agent of socialization, where children receive their initial emotional foundation, language skills, and understanding of basic social norms. The school, as a formal institution, provides secondary socialization, exposing students to a broader social world and specialized knowledge. Together, these institutions ensure the continuous development and integration of individuals into the complex structures of a modern society.

147. (A) Both Statement I and Statement II are true.
In Marxist theory, society is analyzed through a structural model consisting of an economic base and a social superstructure. The base includes the means and relations of production, which form the foundation of society. The superstructure includes institutions like education, law, religion, and politics. Marxism asserts that the economic base ultimately determines the nature and function of the superstructure. Therefore, education is seen as a tool that reinforces the interests of the dominant economic class and maintains the existing order.

148. (C) Aurobindo
Sri Aurobindo developed the spiritual philosophy and practice of Integral Yoga, which aims at a comprehensive transformation of human life. He envisioned an education system that would facilitate this process by developing all dimensions of the individual—physical, vital, mental, psychic, and spiritual. The goal of Integral Yoga is not just personal salvation but the realization of divine consciousness on earth. Consequently, his educational thought focuses on the holistic growth necessary for this evolutionary leap toward a higher being.

149. (B) All religions are treated with equal respect.
Secularism in India is often characterized by the principle of "Sarva Dharma Sama Bhava," which translates to the idea that all religions are treated with equal respect by the state. Unlike models that call for a complete separation of religion and state, the Indian approach acknowledges the importance of faith in public life while ensuring that no single religion is privileged over others. This value promotes social harmony and inclusivity, protecting the rights of all citizens to practice their beliefs.

150. (A) P-3, Q-4, R-1, S-2
Educational history is rich with thinkers who championed specific concepts and social causes. Mahatma Gandhi developed Nai Talim, focusing on craft-centered education. Nel Noddings introduced the ethic of care, emphasizing relational capacities. Paulo Freire wrote "Pedagogy of the Oppressed," advocating for critical consciousness and liberation. Savitribai Phule was a pioneer who established schools for girls and individuals from oppressed castes. These thinkers have left a lasting impact on how we understand the relationship between education and society.

151. (B) The environmentalist movement for climate action.

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The environmentalist movement for climate action is a quintessential example of a new social movement. Unlike traditional labor movements that focus on economic redistribution or class struggle, new social movements often center on post-materialist concerns such as the quality of life, universal human rights, and identity. They emphasize cultural changes and global issues that transcend national boundaries. These movements mobilize diverse groups of people who share a common concern for the future of the planet and human well-being.

152. (D) Bhakti (Devotion)
The Eightfold Path in Buddhist philosophy is systematically grouped into three essential categories of training. Sila refers to ethical conduct, including right speech, action, and livelihood. Samadhi involves mental discipline through right effort, mindfulness, and concentration. Prajna represents wisdom, encompassing right understanding and intention. Together, these categories provide a comprehensive spiritual discipline aimed at attaining enlightenment. While Bhakti, or devotion, is a significant path in other Indian traditions, it is not one of the primary divisions of the Eightfold Path.

153. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Realism as a philosophical tradition asserts that the world exists independently of our minds and is governed by objective physical laws. Consequently, a realist curriculum gives high priority to subjects like science and mathematics, which are seen as the most effective tools for understanding and verifying this external reality. This approach emphasizes the acquisition of factual knowledge through systematic observation and empirical methods, viewing the teacher's role as accurately transmitting these objective truths about the universe to students.

154. (A) Idealism posits mind as reality, while Realism posits matter.
The fundamental metaphysical difference between Idealism and Realism lies in their view of the ultimate nature of reality. Idealism posits that the mind, spirit, or ideas are the primary reality, and the material world is a secondary manifestation. In contrast, Realism asserts that matter and the physical world exist objectively and independently of human thought or perception. These contrasting positions lead to different educational priorities, with Idealism focusing on intellectual and spiritual growth and Realism emphasizing scientific and factual knowledge.

155. (B) Swami Vivekananda
Swami Vivekananda famously defined education as the manifestation of the perfection that is already inherent in human beings. This profound statement reflects his belief that knowledge is not something that is acquired from the outside but is something that is awakened from within. The goal of education is to help individuals realize their own divine potential and inner strength. This approach emphasizes character-building, moral development, and self-reliance, aiming to create individuals who are physically strong, mentally alert, and spiritually enlightened.

156. (C) i, ii, and iii
Philosophical schools offer varying interpretations of the teacher's role in the educational process. For an idealist, the teacher is a spiritual and moral role model. For a realist, the teacher acts as an expert who imparts objective, factual knowledge about the world. For a pragmatist, the teacher is a facilitator who guides students through experiential projects. However, existentialists avoid imposing universal values, focusing instead on individual choice, and naturalists believe in minimal interference, viewing nature as the primary teacher.

157. (B) develop a mind free from conditioning.
According to J. Krishnamurthy, the primary and most essential purpose of education is to help the individual develop a mind that is completely free from psychological and social conditioning. He argued that traditional education systems often create minds that are limited by fear, authority, and competition. True education should instead foster a state of self-observation and inquiry, allowing students to understand themselves and the world without the distortions of dogma or prejudice, leading to holistic intelligence.

158. (B) the comprehensive system of all relationships.
In a broad sociological sense, society is defined as a comprehensive and complex system consisting of all social relationships among individuals and

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groups. It is not limited to a specific physical location or a temporary gathering but represents the enduring web of interactions, shared culture, and institutional structures that bind people together. Society provides the framework within which socialization occurs and where social institutions like the family and school function to maintain order and continuity over time.

159. (B) William Heard Kilpatrick
The project method in education was popularized and systematically developed by William Heard Kilpatrick, who was heavily influenced by the pragmatic philosophy of John Dewey. This pedagogical approach emphasizes student-centered learning through purposeful, hands-on activities or "projects" that are carried out in a social environment. The goal is to make learning more meaningful and relevant by allowing students to engage in problem-solving and collaborative work, fostering critical thinking skills and the practical application of knowledge in real-life contexts.

160. (B) the cycle of birth and rebirth (Samsara).
Liberation, or Moksha, is a central goal in most Indian philosophical traditions, representing the final release from the cycle of birth, death, and rebirth, known as Samsara. It signifies the end of suffering and the attainment of a state of eternal peace or union with the ultimate reality. This spiritual emancipation is achieved through various paths, such as the attainment of true knowledge, ethical living, or devotion, depending on the specific philosophical school, but always involves transcending worldly attachments.

161. (B) Focusing exclusively on improving test scores.
Nel Noddings' ethic of care prioritizes the cultivation of empathetic and trusting relationships within the educational community. Therefore, focusing exclusively on improving standardized test scores would be the least effective way to foster this value. Such a narrow emphasis on academic competition and quantitative results often neglects the emotional and relational needs of students. To promote an ethic of care, schools should instead invest in mentorship programs, dialogical teaching methods, and empathetic communication training for all members.

162. (C) Resource Mobilization Theory
Resource mobilization theory views social movements as rational and organized responses to social issues. It suggests that the emergence and success of a movement depend primarily on its ability to acquire and manage essential resources, such as funding, labor, and leadership. Unlike theories that focus on psychological states or grievances alone, this perspective highlights the importance of organizational structures and strategic planning in achieving collective goals and influencing social change through institutional and non-institutional means.

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163. (C) permissive and set in a natural setting.
The philosophy of naturalism advocates for an educational environment that is in close harmony with the natural world. It suggests that learning should be a permissive process that respects the child's spontaneous development and instincts. Consequently, naturalism favors settings away from the artificial constraints of traditional, urban classrooms, such as forest schools or open-air learning spaces. In this natural environment, students are free to explore and learn through direct sensory experience, fostering holistic and unforced growth.

164. (B) The offering of voluntary physical labor.
In the context of Mahatma Gandhi's educational and social philosophy, Shramdaan refers to the voluntary contribution of physical labor for the benefit of the community. It is a central element of his vision for self-reliant and socially responsible citizens. By participating in Shramdaan, students learn the dignity of labor and develop a sense of service and connection to their society. This practice was intended to bridge the gap between intellectual work and physical toil, promoting holistic human development.

165. (B) Karl Marx
The conflict perspective in sociology, especially concerning the analysis of social inequality and power dynamics, was heavily influenced by the work of Karl Marx. Marx viewed society as being shaped by the ongoing struggle between different economic classes. In the field of education, his ideas led to theories about how schools reproduce the existing class structure and serve the interests of the dominant group. This perspective highlights the role of economic forces in shaping social institutions and cultural values.

166. (C) reasoning from a sign to a conclusion.
Anumana, or inference, is a key method of acquiring valid knowledge (pramana) in Indian logic. It involves the process of reasoning from a known sign or characteristic to a conclusion about something that is not directly perceived. For example, seeing smoke (the sign) leads to the inference of fire. This logical process requires a recognized relationship between the sign and the object. Anumana is essential for expanding our knowledge beyond the limits of direct sensory experience and observation.

167. (C) Statement I is true, but Statement II is false.
Savitribai Phule is widely regarded as the first female teacher of modern India and a pioneer of social reform. Her educational work was specifically aimed at liberating the most marginalized members of society, including girls and people from oppressed caste communities. She faced immense opposition from the orthodox sections of society who sought to deny education to these groups. Therefore, her mission was fundamentally inclusive and revolutionary, challenging the traditional restrictions on learning based on gender and caste.

168. (A) Idealism
The idea that education should be a "drawing out" of the student's inner potential rather than a "pouring in" of information is a central tenet of Idealism. This philosophy suggests that true knowledge and values are already latent within the human mind or soul. The teacher's role is to facilitate the discovery and development of these innate ideas through intellectual stimulation and moral guidance. This approach emphasizes the holistic growth of the individual's intellect and character over rote memorization.

169. (C) To facilitate manifestation of inner divinity.
According to Swami Vivekananda, the fundamental aim of education is to facilitate the manifestation of the inner divinity and perfection that is already present in every human being. He argued that true education should focus on character-building, mental strength, and self-reliance, rather than the mere accumulation of external information. By realizing their own spiritual potential, individuals can achieve personal excellence and contribute effectively to the moral and social progress of their nation and the world.

170. (D) English should be the primary medium used.
Rabindranath Tagore's vision for education was characterized by a deep connection with nature and an emphasis on creative self-expression through arts and music. He advocated for a synthesis of Eastern spiritual values and Western scientific learning to create well-rounded individuals. However, he was a strong proponent of using the mother tongue as the medium of instruction, believing it to be essential for genuine understanding and creativity. He did not envision English as the primary medium for his educational system.

171. (A) i, ii, and iv
Indian philosophical systems are categorized based on their unique metaphysical and epistemological positions. Sankhya is a dualistic philosophy recognizing Purusha and Prakriti. Advaita Vedanta is a non-dualistic school emphasizing the identity of Atman and Brahman. Jainism is associated with Anekantavada, the doctrine of manifold reality. Buddhism, however, is famous for its doctrine of Anatman, or no-eternal-soul, which distinguishes it from the Vedantic belief in an eternal and unchanging self, making the third pair incorrect.

172. (A) a lifelong process that begins in infancy.
Socialization is a continuous and lifelong process through which individuals learn the norms, values, and roles of their culture. It begins in early infancy within the family, where primary socialization occurs. It continues throughout childhood and adolescence in schools and among peer groups, known as secondary socialization, and persists into adulthood as individuals enter new social environments and roles. This process is essential for personal development and the ongoing stability and functioning of any social system or society.

173. (C) the degree of openness of the political system.
In political process theory, the "political opportunity structure" refers to the broader institutional and political environment that influences the emergence and success of social movements. Key elements include the degree of openness of the political system, the existence

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of influential allies within the state, and the stability of the ruling elite. By analyzing these external factors, the theory explains how changes in the political landscape can create favorable conditions for groups to mobilize and achieve their goals.

174. (B) Through reason and intuition of ideas.
According to the philosophical tradition of Idealism, true knowledge is not acquired solely through sensory experience of the material world, which is seen as secondary. Instead, knowledge is attained through the power of reason, intellectual reflection, and intuition. These mental faculties allow individuals to perceive eternal ideas and universal truths that underlie phenomenal existence. Education in an idealist framework thus focuses on cultivating the mind and intellect to grasp these higher realities and spiritual values.

175. (B) Idealism
The famous philosophical statement "I think, therefore I am" (Cogito, ergo sum), associated with René Descartes, has its roots in the tradition of Idealism. This stance emphasizes the primacy of the mind and consciousness as the starting point for all knowledge and certainty. It suggests that the existence of the thinking subject is the most fundamental truth from which other realities can be understood. In education, this leads to a focus on intellectual development and the importance of individual thought processes.

176. (B) Advocated for a synthesis of Vedic and scientific knowledge.
Dayanand Darshan, the vision of Swami Dayanand Saraswati, advocated for an educational model that harmonized ancient Vedic wisdom with modern scientific knowledge. While he called for a return to the Vedas as the ultimate source of spiritual and moral truth, he also recognized the importance of studying Western sciences and technologies for national progress. This synthesis aimed to create a rational and enlightened society that was both spiritually grounded and capable of addressing the challenges of the modern world.

177. (B) P-3, Q-4, R-2, S-1
Different sociological perspectives offer varying interpretations of the role of education in society. Structural functionalism emphasizes the sorting of individuals into roles and the transmission of shared values. Conflict theory focuses on how schools reproduce class stratification and power imbalances. Symbolic interactionism analyzes the creation of social meanings through micro-level classroom interactions. Feminist theory explores how education contributes to and reflects gender inequality. Together, these frameworks provide a comprehensive understanding of the complex relationship between schooling and social structure.

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178. (B) help students become aware of responsibility.
From an existentialist viewpoint, the main purpose of education is to help students become aware of their own freedom and the profound responsibility that accompanies it. This philosophy emphasizes that each individual must create their own essence and meaning through their unique choices. Rather than focusing on social conformity or the transmission of objective facts, existentialist education seeks to foster personal authenticity and self-awareness, empowering students to navigate their lives with intentionality and a sense of accountability.

179. (C) lifestyle, culture, and identity politics.
A key characteristic of new social movements is their focus on issues related to lifestyle, culture, and identity politics, rather than traditional economic or class-based interests. These movements, which include feminism, environmentalism, and LGBTQ+ advocacy, often prioritize post-materialist values such as human rights and the quality of life. They seek to influence social meanings and individual behaviors as a way to bring about change, often operating through decentralized networks rather than formal political parties.

180. (C) the cosmic illusion of diversity.
In the Advaita Vedanta school of Indian philosophy, Maya refers to the cosmic illusion that makes the singular, non-dual reality of Brahman appear as a diverse and manifold universe. It is the power that hides the true nature of the ultimate reality and projects the phenomenal world of names and forms. Understanding the nature of Maya is essential for achieving spiritual knowledge, as it allows the individual to transcend the perceived duality and realize their essential identity with Brahman.

181. (A) i, ii, and iii
Educational theories are often defined by the key concepts developed by influential thinkers. Paulo Freire famously critiqued the banking concept of education. Nel Noddings developed the ethic of care, focusing on relational capacities in schools. Mary Wollstonecraft advocated for a rational education for both sexes to promote social progress. However, J. Krishnamurthy was a critic of authority-based education, emphasizing instead total psychological freedom and self-observation as the true basis for learning and intelligence.

182. (C) J. Krishnamurthy
"Freedom from the known" is a central concept in the philosophy of J. Krishnamurthy, referring to the liberation of the mind from past conditioning, memories, and established dogmas. He argued that as long as the mind is trapped in the "known," it is unable to perceive reality clearly or experience true creativity and intelligence. True education, therefore, should facilitate this freedom, allowing individuals to observe the world and themselves with fresh and unconditioned attention, leading to deep transformation.

183. (C) its practical and problem-solving consequences.
In the philosophical tradition of Pragmatism, the value of an idea, theory, or belief is not judged by its origin or its abstract coherence. Instead, it is determined by its practical consequences and its effectiveness in solving real-world problems. This principle of utility implies that knowledge is something to be used and tested through experience. In an educational context, this leads to a focus on experimental learning and the development of skills that have clear functional benefits for the individual and society.

184. (B) Islamic traditions
The distinction between sacred and profane knowledge is a key element in many religious educational systems, including Islamic traditions. Sacred knowledge refers to revealed truths and spiritual guidance found in scriptures like the Quran. Profane or secular knowledge encompasses empirical sciences, humanities, and practical skills. While both are considered important, Islamic education historically sought to integrate them, viewing all knowledge as ultimately originating from God, but emphasizing the spiritual priority of the sacred sciences for moral development.

185. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
The concept of the self-fulfilling prophecy in the sociology of education suggests that a teacher's expectations and labels can significantly influence a student's performance. If a teacher consistently labels a student as a failure or a "slow learner," the student may internalize this perception and lose motivation. Consequently, their actual academic performance may decline, confirming the initial label. This process highlights the power of social interaction and symbolic communication in shaping individual identity and educational outcomes within the classroom.

186. (C) Sankhya Philosophy
The concepts of Purusha and Prakriti are the two fundamental and eternal realities in the dualistic metaphysical system of Sankhya philosophy. Purusha represents pure consciousness and the spiritual self, which is a passive witness. Prakriti is the primordial material principle that constitutes the physical universe and is composed of the three gunas. The interaction between these two principles is seen as the cause of all cosmic evolution and the individual experiences of existence in the phenomenal world.

187. (C) Raw, unprocessed facts and data points.
In the cognitive hierarchy of education, information signifies the most basic level of data. It consists of raw, unprocessed facts and isolated data points that have not yet been organized or interpreted. While information provides the necessary building blocks for learning, it lacks the deeper context and understanding that characterize knowledge. Wisdom, the highest level in the hierarchy, involves the ethical and insightful application of knowledge, which requires a foundation of well-organized and understood information.

188. (C) Granting of inherited social status
Schools as social institutions perform several vital functions, including the transmission of culture, social integration, and the promotion of innovation. However, they are fundamentally intended to be meritocratic institutions that

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reward individual achievement and talent. Therefore, the granting of inherited social status is not a function of the school but is instead a characteristic of social systems based on ascribed status, such as the family or caste. Modern education seeks to provide social mobility rather than reinforcing inherited positions.

189. (B) Rabindranath Tagore
Rabindranath Tagore's educational philosophy was strongly associated with the ancient Indian tradition of learning in forest hermitages, known as Tapovans. He believed that the natural world provides the most suitable environment for the holistic and creative development of the child. At Santiniketan, he sought to recreate this atmosphere, where students could learn in close harmony with nature and away from the artificiality of urban life. This setting was intended to foster spiritual growth and a sense of universal empathy.

190. (A) 2, 3, 1, 4
The development of modern educational and social thought can be traced through several key events. Mary Wollstonecraft published "A Vindication of the Rights of Woman" in 1792. Savitribai Phule established the first school for girls in Pune in 1848. Rabindranath Tagore founded Visva-Bharati University in 1921 to promote internationalism and creative education. Paulo Freire's influential work, "Pedagogy of the Oppressed," gained international prominence in the late 1960s, shaping the field of critical pedagogy and social transformation worldwide.

191. (B) class struggles.
A fundamental tenet of Marxism is that the history of all existing societies is essentially the history of class struggles. This perspective views social development as driven by the ongoing conflict between those who own the means of production and those who sell their labor. In the field of education, this analysis leads to a focus on how schools serve to maintain and reproduce these class divisions, preparing individuals for their roles in a hierarchical economic and social system.

192. (A) Education of physical, vital, and spiritual dimensions.
Sri Aurobindo's concept of Integral Education is based on the holistic development of the individual in all their dimensions. It aims to cultivate the physical, vital, mental, psychic, and spiritual aspects of the human being simultaneously. This approach recognizes that true perfection involves the integration and transformation of all these levels of existence. Rather than focusing on a single academic or vocational goal, Integral Education seeks to help individuals realize their full potential and evolve toward a higher state of consciousness.

193. (C) Patanjali's Yoga Sutras
The systematic presentation of Ashtanga Yoga, or the eight-limbed path, is found in the Yoga Sutras of Patanjali. This foundational text of the Yoga school of Indian philosophy outlines a comprehensive practical methodology for achieving mental clarity and spiritual liberation. The eight limbs include ethical restraints, personal disciplines, physical postures, breath control, sensory withdrawal, concentration, meditation, and eventually Samadhi. Patanjali's work remains the most authoritative guide for practitioners seeking to master the physical and mental aspects of yoga.

194. (A) Both Statement I and Statement II are true.
Realism and Idealism represent two contrasting but fundamental metaphysical positions in Western philosophy. Realism advocates for an education based on the understanding of an objective, material reality that exists independently of the mind. In contrast, Idealism emphasizes an education focused on mental concepts, eternal ideas, and the cultivation of the spirit. Both philosophies have significantly influenced the development of educational curricula and pedagogical methods, shaping our understanding of the nature of knowledge and the primary goals of learning.

195. (B) bridge the gap through equitable opportunities.
In the context of the Indian Constitution, socialism represents a commitment to achieving social and economic justice through democratic and equitable means. When applied to education, this national value implies that the state should work to bridge the gap between different social groups by providing equitable opportunities for

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all citizens. This involves implementing policies that ensure access to quality schooling, regardless of an individual's background, promoting social mobility and a more just and inclusive society for everyone.

196. (C) Symbolic Interactionism
Symbolic interactionism is a sociological theory that explains social movements by focusing on how participants develop shared meanings to define their situation as unjust. This perspective emphasizes the importance of communication and social interaction in the formation of a collective identity and a common sense of purpose. By analyzing how symbols and meanings are used to frame grievances and mobilize supporters, symbolic interactionism highlights the micro-level processes that underlie large-scale collective action and the pursuit of social change.

197. (C) open-mindedness regarding perspectives of truth.
The Jain principle of Anekantavada, or the doctrine of manifoldness of reality, promotes an attitude of open-mindedness and intellectual humility. It suggests that truth is complex and can be understood from multiple perspectives, each capturing only a partial aspect of the whole. This attitude encourages practitioners to respect diverse viewpoints and avoid dogmatic certainty in their own beliefs. In education, Anekantavada fosters a spirit of dialogue and tolerance, which is essential for understanding the multi-faceted nature of the world.

198. (A) P-2, Q-1, R-4, S-3
Western philosophical traditions are defined by their unique metaphysical beliefs regarding the nature of reality. Idealism posits that the mind or spirit is the primary reality. Realism emphasizes the existence of an objective physical world independent of perception. Naturalism suggests that reality is governed by a natural order and physical laws. Pragmatism views reality as something that is shaped and understood through human experience and action. These contrasting metaphysical positions lead to different priorities and methods in the field of education.

199. (C) Existentialism
A teacher who organizes activities such as debates to help students clarify their own choices and values is applying the principles of Existentialism. This philosophy emphasizes the importance of individual freedom, subjectivity, and the responsibility that accompanies it. By creating a classroom environment that encourages students to explore their personal meaning and take ownership of their lives, the existentialist educator fosters self-awareness and authenticity, helping each individual to become a unique and responsible being.

200. (C) i, ii, and iii
There is a complex and reciprocal relationship between education and culture. Education serves as one of the primary means through which a society's cultural heritage is transmitted to the next generation. Additionally, educational institutions have the potential to reform and transform culture by introducing new ideas and values. Finally, the school curriculum inevitably reflects the dominant culture of the society in which it operates. Together, these points highlight the central role of education in cultural preservation and change.

201. (C) Mahatma Gandhi
Mahatma Gandhi's educational philosophy, known as Nai Talim, emphasized that schools should be self-supporting through the production and sale of goods created by students. He advocated for a craft-centered curriculum where physical labor and intellectual learning were integrated. This model was intended to foster self-reliance, promote the dignity of labor, and make education accessible to all, particularly in rural India. By making the school an economically productive unit, Gandhi aimed to create socially responsible and independent citizens.

202. (C) primary socialization.
The family is the most fundamental social institution and serves as the primary agent of socialization for every individual. Its essential role in education is to provide the initial foundation of language, social norms, and cultural values. Through interactions within the family, children develop their sense of identity and emotional security. This primary socialization provides the groundwork for all subsequent learning and participation in broader social institutions like

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the school, ensuring the continuity of cultural and social heritage.

203. (B) people interact based on symbolic meanings.
Symbolic interactionism is a sociological perspective that asserts social reality is created through the exchange of symbolic meanings during face-to-face interactions. It focuses on how individuals use language, gestures, and other symbols to communicate and interpret each other's actions. This approach emphasizes that society is not just a collection of stable structures but is a dynamic process of meaning-making. In education, it highlights how classroom interactions shape the self-concepts and identities of both students and teachers.

204. (D) Existentialism
The statement "existence precedes essence" is the fundamental tenet of Existentialism, a philosophical movement that emphasizes individual freedom and choice. It implies that human beings are born without a pre-defined nature or purpose; instead, they define themselves through their own actions and decisions throughout their lives. This position places the responsibility for meaning and identity squarely on the individual. In education, it leads to a focus on personal authenticity, subjective experience, and the development of the individual's unique potential.

205. (C) the extinction of desire and suffering.
In Buddhist philosophy, Nirvana represents the ultimate spiritual goal and the state of final liberation from the cycle of birth and death. It is characterized by the extinction of desire, attachment, and ignorance, which are seen as the root causes of all human suffering. Attaining Nirvana signifies a state of profound peace, wisdom, and freedom from the entanglements of the material world. It is the culmination of the spiritual path and the realization of the true nature of existence.

206. (B) knowledge of the Self leading to liberation.
In the context of the Upanishads, Vidya refers to the higher spiritual knowledge that leads to self-realization and liberation (Moksha). Specifically, it signifies the realization of the essential identity of the individual soul (Atman) with the ultimate reality (Brahman). This knowledge transcends mere intellectual understanding and requires a transformative insight that dispels the ignorance causing suffering. The pursuit of this spiritual wisdom is considered the highest aim of education and human life in the Vedantic tradition.

207. (C) It tends to overlook school inequalities.
A common criticism of the structural functionalist perspective on education is that it tends to overlook or downplay the systemic inequalities present within schools. By focusing on the roles of education in social stability and integration, functionalists may neglect how social background, such as class, race, and gender, significantly influences student success. Critics argue that this perspective often presents a biased view that justifies the existing social order rather than addressing the barriers that prevent equal opportunity for all members of society.

208. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Paulo Freire was highly critical of the traditional teacher-student relationship, which he characterized as the "banking" concept of education. In this model, the teacher acts as an authority who deposits information into passive students. Instead, Freire advocated for a dialogical method where both teacher and students are co-investigators who explore problems together. This approach fosters critical consciousness and mutual respect, empowering learners to become active participants in their own education and the transformation of their social reality.

209. (B) Education empowers women and oppressed castes.
Savitribai Phule was a revolutionary social reformer who believed that education was the most powerful tool for the empowerment of women and individuals from oppressed caste communities. She worked tirelessly to challenge deep-seated social prejudices and established the first school for girls in modern India. For Phule, education was not just about literacy; it was a means of fostering dignity, self-reliance, and critical awareness among those who had been historically marginalized and denied the right to learn.

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210. (B) the subjective feeling of having less than deserved.
Relative deprivation refers to the subjective feeling of injustice that arises when individuals or groups compare their own situation to others or to their own past conditions and believe they have less than they deserve. This sense of deprivation is not based on absolute poverty but on a perceived gap between expectations and reality. It is a key concept in explaining the motivation for collective action and the emergence of social movements aimed at achieving social and political change.

211. (C) A facilitator who does not interfere.
In the philosophical school of Naturalism, the teacher is viewed as a facilitator or observer rather than an autocratic authority figure. This approach is based on the belief that children have a natural instinct for learning and that education should follow the laws of their spontaneous development. The teacher's role is to provide a suitable environment and appropriate stimuli while interfering as little as possible with the child's natural instincts. This minimal intervention allows the student to learn through direct experience.

212. (B) Aurobindo
Sri Aurobindo's philosophy of education is centered on the idea that true learning is a process of awakening the inner spirit and divine consciousness within the individual. He believed that nothing can be taught from the outside; instead, the teacher's role is to act as a guide who helps the student discover their own innate potential. This spiritual approach to education aims at the holistic transformation of the self, leading to the realization of a higher being and a more enlightened existence.

213. (A) One focuses on grievances, the other on means.
The primary difference between relative deprivation theory and resource mobilization theory lies in their focus on the causes of social movements. Relative deprivation theory emphasizes the role of psychological grievances and the sense of injustice as the main drivers of collective action. In contrast, resource mobilization theory focuses on the practical and rational means by which a movement acquires and manages resources, such as money and leadership, to achieve its goals. Both theories offer complementary insights.

214. (D) Conformity
The Preamble of the Indian Constitution enshrines fundamental values that guide the democratic and inclusive spirit of the nation. These core principles include liberty, equality, justice, and fraternity. These values aim to protect the rights of individuals and promote social harmony in a diverse society. Conformity, which refers to the pressure to follow established norms without question, is not a central value but is often seen as being in tension with the principles of liberty and individual expression.

215. (B) Idealism
The Socratic Method, which involves a process of dialectical questioning to help students discover truths for themselves, is a hallmark of the Idealist tradition in education. This method is based on the belief that true knowledge is already latent within the human mind and that the role of the teacher is to act as a "midwife" who brings these innate ideas to light. By engaging in intellectual inquiry and critical reflection, students move toward a deeper understanding of universal and eternal realities.

216. (C) Mahatma Gandhi
Mahatma Gandhi's educational vision, implemented through Nai Talim, focused on a curriculum centered on vocational skills and productive crafts. He believed that education should be self-supporting and deeply integrated with the practical realities of daily life, particularly in rural India. By teaching students to be self-sufficient through manual labor and intellectual learning, Gandhi aimed to create independent and socially responsible citizens who could contribute to the economic and moral regeneration of the nation from the grassroots level.

217. (A) Both Statement I and Statement II are true.
In the orthodox systems of Indian philosophy, Sankhya and Yoga are closely related and complementary schools. Sankhya provides the metaphysical framework by analyzing the nature of reality and the relationship between Purusha and Prakriti. Yoga, on the other

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hand, provides the practical methodology and psychological disciplines necessary for achieving the truths outlined in Sankhya. Together, they offer a comprehensive path of both theoretical understanding and spiritual practice aimed at attaining liberation from the cycle of suffering.

218. (A) correspondence between relations in school and workplace.
The "correspondence principle" in the sociology of education, popularized by Bowles and Gintis, suggests that the social relations within schools correspond to the social relations of production in the workplace. From this perspective, schools are seen as preparing students for their future roles in a capitalist economy by instilling values like hierarchy, obedience, and punctuality. This principle highlights how the education system can serve to reproduce class inequality by aligning its structure and routines with the needs of the economic base.

219. (C) the caring person.
Nel Noddings' ethic of care argues that the primary aim of education should be to cultivate the caring person. This involves developing relational capacities and the ability to respond empathetically to the needs of others. Rather than focusing solely on intellectual achievement or competitive success, Noddings emphasizes the importance of nurturing moral and compassionate individuals. By prioritizing the quality of human relationships within the school, education helps students become responsible and caring members of a democratic and supportive community.

220. (C) i, ii, iii, and iv
Indian educational thought is characterized by several influential thinkers who offered unique perspectives on the nature of learning. Rabindranath Tagore emphasized creative self-expression in harmony with nature. Mahatma Gandhi advocated for craft-centered, basic education through Nai Talim. Swami Vivekananda defined education as a man-making process to manifest inner perfection. J. Krishnamurthy focused on the need for total freedom from authority and psychological conditioning. These diverse ideas together provide a rich and holistic framework for understanding the purpose of human development.

221. (C) Pragmatism
Pragmatism is a philosophical tradition that views truth as something that is determined by its practical consequences and effectiveness in action. According to this perspective, an idea or belief is considered true if it "works" and helps individuals solve the problems they encounter in their experience. In an educational context, this lead to a focus on experimental learning and the utility of knowledge. Pragmatists reject absolute and eternal truths, seeing knowledge as something that is constantly being refined through human interaction.

222. (A) Dayanand Saraswati
The term 'Dayanand Darshan' refers to the philosophical and educational vision of Swami Dayanand Saraswati, the founder of the Arya Samaj. His vision was centered on a return to the Vedas as the ultimate source of spiritual, social, and scientific knowledge. He advocated for an educational model that combined traditional Vedic teachings with moral discipline and practical knowledge to create a rational and enlightened society. His work had a profound impact on social reform and modern Indian educational institutions.

223. (A) Movement has an organized structure and change goal.
A social movement is distinguished from a fad or a temporary social trend by its organized structure and its specific goal of bringing about or resisting social change. While fads are often spontaneous and short-lived, social movements involve a sustained and collective effort with a shared sense of purpose and leadership. Movements operate outside of traditional institutional channels to challenge power structures and promote new values, reflecting a deeper and more enduring commitment to transforming aspects of society.

224. (C) Critical consciousness to transform social forces.
From a Marxist perspective, wisdom is not seen as an abstract spiritual insight but as the attainment of critical consciousness. This involves a deep understanding of the social and economic forces that shape society and the awareness of exploitation and power dynamics. True wisdom empowers individuals to critically analyze their reality and participate in collective

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action for social transformation. By fostering class consciousness, education seeks to create a more equitable society, moving beyond the mere acceptance of existing conditions.

225. (A) Justice and Equality
The policy of providing free and compulsory education for all children is a direct expression of the national values of justice and equality. This principle aims to ensure that access to quality learning is not determined by an individual's social background or economic status. By removing financial barriers and making education a fundamental right, the state works to bridge social divides and provide equitable opportunities for all members of society, promoting a more just and inclusive democratic nation for everyone.

226. (C) 'Triratnas' (Three Jewels).
In Jain philosophy, the ultimate goal of education is the attainment of spiritual liberation, which is achieved through the dedicated practice of the Triratnas, or Three Jewels. These jewels consist of Right Faith, Right Knowledge, and Right Conduct. Together, they provide a comprehensive ethical and spiritual framework for the purification of the soul from karmic matter. By cultivating these three aspects, an individual progresses toward enlightenment and eventual freedom from the cycle of birth and death, realizing their true nature.

227. (A) P-3, Q-1, R-4, S-2
Indian philosophical traditions are characterized by unique metaphysical concepts that explain the nature of reality and the path to liberation. Prakriti is the primordial material principle in Sankhya. Nirvana represents the ultimate spiritual goal in Buddhism, signifying the cessation of suffering. Anekantavada is the doctrine of manifold reality in Jainism. Maya refers to the power of cosmic illusion in Vedanta. Together, these terms reflect the rich and diverse intellectual heritage of Indian thought and its various approaches to understanding existence.

228. (B) Existentialism
A teacher who emphasizes to students that they are free to choose what they become is reflecting the core principles of Existentialism. This philosophy asserts that human beings have no pre-defined essence and are solely responsible for creating their own identity through their decisions and actions. By focusing on individual freedom and choice, existentialist education seeks to foster personal authenticity and self-awareness, encouraging students to take ownership of their own existence and determine their own meaning in life.

229. (B) To participate in society as rational beings.
Mary Wollstonecraft argued that women should be educated in reason because they are rational beings entitled to the same fundamental rights as men. She believed that the traditional focus on women's domestic skills and sensibility only served to render them weak and dependent. By developing their intellectual faculties, women would become more capable and moral members of society, fulfilling their roles as wives, mothers, and citizens with greater dignity and effectiveness. Her work represents a foundational plea for gender equality through education.

230. (B) macro-level theories.
In the sociology of education, both structural functionalism and conflict theory are considered macro-level perspectives. This means they focus on analyzing large-scale social structures, such as the entire education system, the state, and the economy, and how they interact with each other. While functionalism emphasizes how these structures contribute to social stability and integration, conflict theory highlights how they perpetuate social inequality and power imbalances. Together, these frameworks provide a broad understanding of the role of education.

231. (B) plural, with multiplicity of individual Purushas.
In the Sankhya school of Indian philosophy, Purusha is described as pure consciousness and the spiritual self. A unique feature of Sankhya is its belief in the multiplicity of individual Purushas, meaning that each living being has its own eternal and distinct conscious soul. These Purushas are essentially plural and separate from each other and from the material principle of Prakriti. This pluralistic view of consciousness distinguishes Sankhya from non-dualistic traditions that posit a single, universal self or reality.

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232. (B) organized and understood by a person.
In the educational hierarchy, information is transformed into knowledge when it is organized, contextualized, and understood by an individual. While information consists of raw facts and data, knowledge involves making meaningful connections and understanding the significance of that data within a broader framework. This cognitive process allows individuals to use what they have learned to solve problems and make sense of their environment. Therefore, true learning moves beyond mere awareness toward a deeper and more integrated level of comprehension.

233. (C) co-learner and facilitator.
In Paulo Freire's model of problem-posing education, the traditional hierarchy between teacher and student is dismantled. The teacher's role is transformed from a depositor of information into a co-learner and facilitator who participates in a dialogical process with the students. Together, they explore and analyze problems drawn from the learners' own lives and social contexts. This approach fosters mutual respect and critical awareness, empowering both teachers and students to become active participants in their own education and social change.

234. (B) a combination of revelation and reason.
The primary method of acquiring knowledge in the Islamic tradition is through a harmonious combination of revelation and reason. Revelation, primarily through the Quran and the Sunnah, provides the ultimate source of spiritual and ethical guidance. Reason is seen as a God-given faculty that should be used to understand these revelations and explore the natural world. This balanced approach historically led to significant advancements in both religious and secular sciences, viewing all knowledge as a means to understand the divine reality.

235. (C) Statement I is true, but Statement II is false.
Rabindranath Tagore's educational vision was aimed at the holistic development of the individual to create a "complete human being" capable of appreciating unity and creativity. He was fundamentally opposed to rigid discipline and classroom-based schooling, which he believed stifled the child's spirit. Instead, he advocated for learning to occur in close contact with nature, where students could interact freely with their environment. Tagore believed that harmony with the natural world was essential for genuine emotional and spiritual growth.

236. (B) New Social Movement Theory.
A social movement focused on LGBTQ+ rights is best categorized under new social movement theory. These movements often emerge from concerns related to identity, human rights, and social justice, rather than traditional economic class struggles. They emphasize cultural changes and the promotion of universal values of dignity and equality for marginalized groups. New social movement theory provides a framework for analyzing how these collective actions shape social meanings and individual identities in modern, complex, and pluralistic societies.

237. (A) Buddha, Dharma, Sangha
The "three jewels" or "triple gem" are the foundational elements of the Buddhist tradition in which practitioners seek refuge. These include the Buddha (the enlightened one), the Dharma (the teachings and the path to enlightenment), and the Sangha (the community of practitioners). Together, they provide the essential guidance and support for following the spiritual path toward the cessation of suffering and the attainment of Nirvana. These three jewels form the core of Buddhist identity and spiritual practice across all its various schools.

238. (B) To help students observe without conditioning.
In the philosophy of J. Krishnamurthy, the role of the educator is to help students observe themselves and the world without the distortions of psychological or social conditioning. He believed that true education should not involve the imposition of knowledge or authority but should instead foster a state of inquiry and awareness. By facilitating this process of self-observation, the educator helps students understand the workings of their own minds, leading to the awakening of intelligence and a life of total freedom.

239. (C) protecting the child from error and vice.
The concept of negative education, famously proposed by Jean-Jacques Rousseau, does not mean the absence of education but rather a shift

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in focus. It suggests that a child's early education should primarily consist of protecting them from the corrupting influences and errors of society. By allowing children to learn through their natural instincts and direct experience with their environment, negative education aims to prepare their senses and reasoning for more formal intellectual and moral instruction later in their development.

240. (B) Structure of political opportunities.
A central component of the political process model is its focus on the structure of political opportunities and constraints that influence the mobilization and success of social movements. This perspective emphasizes that the emergence of a movement is not just a result of grievances or resources but is also shaped by external factors like the openness of the state or the existence of influential allies. By analyzing the broader political environment, this model explains how social change is strategically pursued through collective action.

241. (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
Idealism and Naturalism offer contrasting views on the most important aspects of the educational process. Idealism gives a more central and authoritative role to the teacher, viewing them as a moral and spiritual role model who guides students toward eternal truths. In contrast, Naturalism views nature as the primary teacher and suggests that the educator should interfere as little as possible with the child's spontaneous development. These philosophies lead to different pedagogical priorities, focusing on either intellectual guidance or natural experience.

242. (C) Marxism
Marxism is a social and political philosophy that is deeply concerned with the issues of alienation and the development of class consciousness. It analyzes how individuals in a capitalist society become alienated from their work, themselves, and others. A central goal of Marxist-influenced education is to foster class consciousness among students, helping them to understand the economic forces and power dynamics that shape their reality. This critical awareness is seen as the necessary foundation for collective action and transformation.

243. (C) establishing schools for girls/oppressed.
Savitribai Phule's primary and most significant contribution to social change was her dedicated work in establishing educational institutions for girls and members of oppressed caste communities. Along with her husband, Jyotirao Phule, she challenged deep-seated social prejudices that denied learning to these marginalized groups. By providing access to literacy and critical awareness, her work aimed to empower the oppressed to achieve dignity and self-liberation, marking a historic step toward social justice and educational equality in modern India.

244. (C) Conflict Theory
A researcher examining why certain history textbooks exclude the contributions or perspectives of minority groups is working from the conflict theory perspective. This approach analyzes how educational content can serve the interests of the dominant social class or group by prioritizing their values and narratives. By identifying these exclusions, conflict theory highlights how schools can unintentionally perpetuate social inequality and cultural dominance. This research seeks to expose the power struggles inherent in the selection and presentation of formal knowledge.

245. (B) The human mind itself.
According to Swami Vivekananda, the source of all knowledge is the human mind itself. He believed that knowledge is not something that is acquired from external books or teachers but is something that is latent within the individual. The process of education is the act of uncovering or manifesting this inherent knowledge. By focusing on concentration and mental discipline, individuals can tap into their own inner potential and achieve a deeper understanding of both spiritual and material realities in the world.

246. (D) i, ii, iii, and iv
Different philosophical traditions offer varying perspectives on the nature of values and their role in education. Idealists emphasize the existence of absolute and eternal moral values. Pragmatists view values as relative and determined by their practical consequences in social experience. Existentialists argue that values are created by the individual through their unique choices

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and actions. Marxists believe that the values promoted in society are often those of the ruling class. These contrasting views together highlight the relationship between philosophy and ethics.

247. (B) primordial matter and the material world.
In the dualistic metaphysical system of Sankhya philosophy, Prakriti refers to primordial matter and the fundamental material principle of the universe. It is the unmanifested cause from which the entire physical world and mental phenomena evolve. Prakriti is composed of the three gunas—Sattva, Rajas, and Tamas—whose interplay determines the characteristics of all manifested existence. Understanding Prakriti and its distinctness from the conscious principle of Purusha is essential for achieving the knowledge that leads to spiritual liberation and enlightenment.

248. (B) a teaching method where knowledge is a deposit.
Paulo Freire used the metaphor of "banking" to critique a traditional pedagogical model where education is seen as the act of depositing knowledge into students. In this system, teachers are viewed as the possessors of information, and students are treated as passive recipients or empty containers. This approach discourages critical thinking, creativity, and dialogue, reinforcing social hierarchies and passivity. Freire's critique aims to promote a more liberatory and problem-posing method of education that empowers learners to transform their reality.

249. (D) Aurobindo
Sri Aurobindo established an educational and spiritual center at Pondicherry, which became the site for the development and practice of his philosophy of Integral Education. This holistic approach aims at the development of all dimensions of the individual—physical, vital, mental, psychic, and spiritual—to achieve a comprehensive transformation of human life. The center remains a major influence in the field of education, promoting a model that seeks to realize the divine potential within every human being through an integrated process.

250. (C) A collective effort to promote or resist change.
A social movement is best defined as an organized and sustained collective effort by a group of people to bring about, promote, or resist social, political, or cultural change. Unlike spontaneous social gatherings or routine institutional functions, social movements involve a degree of planning and a shared vision for a different future. They provide a means for individuals and groups to challenge existing power structures and advocate for new values or policies, reflecting the agency of collective action in a modern society.

251. (B) The interaction between the passive Purusha and the active Prakriti.
Sankhya philosophy posits a dualistic worldview comprising two ultimate realities: the silent, conscious Purusha and the active, material Prakriti. The experienced world emerges through the dynamic interplay between these two independent principles. While Purusha remains a passive observer, the interaction with the evolving Prakriti generates the entire physical and mental universe, leading to the complex reality humans perceive.

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252. (A) To enable consciousness to distinguish itself from matter.
Viveka Jnana represents discriminative knowledge, which is the cornerstone of the Sankhya educational framework. Its primary objective is to enable the individual to realize the fundamental distinction between the passive consciousness of Purusha and the active matter of Prakriti. Achieving this realization allows consciousness to liberate itself from the physical and mental modifications associated with the material world.

253. (C) A practical discipline to control and purify the mind.
The Yoga school serves as the practical methodological partner to the theoretical framework of Sankhya. It provides specific techniques, such as the eight-limbed path, to actively manage mental states. By offering a structured discipline to purify the mind of distractions and impurities, Yoga creates the necessary conditions for the individual to experience the philosophical truths proposed by Sankhya.

254. (D) The calming of mental fluctuations to achieve clarity.

Chitta Vritti Nirodha describes the process of stilling the various modifications and fluctuations of the mind. In the context of Yoga, this state is achieved through disciplined practice, leading to mental purity and focus. By silencing the constant activity of the mind, individuals gain the clarity required for Purusha to recognize its true nature apart from material influences.

255. (C) Tamas
In the Sankhya system, Prakriti is composed of three qualities known as Gunas. The Tamas Guna is specifically associated with characteristics such as inertia, darkness, and ignorance. When this quality dominates an individual's nature, it results in a lack of activity and understanding. This contrasts with Sattva, which represents purity and knowledge, and Rajas, which represents passion and dynamism.

256. (B) Vedanta posits a permanent self (Atman) identical to Brahman, while Buddhism posits no permanent self (Anatta).
Advaita Vedanta maintains that the individual self is a permanent, eternal entity identical to the ultimate reality of Brahman. Conversely, Buddhism rejects the idea of a permanent soul, proposing the concept of Anatta. In this view, the perceived self is merely a shifting collection of physical and mental components rather than a stable, underlying substance or eternal spirit.

257. (D) Critical reflection and reasoning on scriptural teachings.
Within the Vedantic tradition, Manana is the second stage of the learning process following the initial hearing of scriptures. It involves the use of intellectual inquiry and critical reasoning to deeply contemplate the taught truths. This reflective practice allows the student to internalize the knowledge and resolve any doubts through logical analysis, preparing them for the final meditative stage.

258. (A) To achieve a state of enlightenment by extinguishing the causes of suffering.
The Noble Eightfold Path provides the practical framework for the Buddhist way of life, focusing on ethical conduct, mental discipline, and wisdom. Its primary function is to guide individuals toward Nirvana by eliminating craving and ignorance. By following this path, practitioners aim to extinguish the underlying causes of suffering and achieve a state of profound spiritual awakening and liberation.

259. (C) The experiential realization of the non-duality of the self and the ultimate reality.
In Advaita Vedanta, Vidya refers to transcendental knowledge that goes beyond mere intellectual understanding. It is the profound experiential realization of the non-dual nature of reality, where the individual Atman is understood to be one with Brahman. This transformative knowledge dispels the darkness of ignorance, or Avidya, which mistakenly perceives the phenomenal world as the ultimate, independent truth.

260. (A) Analyzing and overcoming the process of suffering.
While Vedanta focuses on realizing the unity of the self with a singular ultimate reality, Buddhism concentrates on the practical diagnosis and cessation of suffering. The Buddhist path emphasizes understanding the Four Noble Truths and practicing the Eightfold Path to address the nature of existence. This involves analyzing the transitory nature of all things to overcome the cycle of craving.

261. (D) integration of spiritual values with the acquisition of worldly knowledge.
Both Dayanand Darshan and Islamic educational traditions emphasize a comprehensive approach to learning that merges spiritual growth with practical life skills. Dayanand Saraswati advocated for both spiritual and worldly knowledge, while Islamic pedagogy historically integrated religious revelation with rational inquiry. This shared perspective ensures that students develop morally and spiritually while also acquiring the skills necessary for social life.

262. (B) fostering an environment for holistic development and character building.
Dayanand Saraswati envisioned the Gurukul system as a comprehensive environment for nurturing the whole person. This model prioritizes character building through self-discipline and physical fitness alongside academic pursuits. By providing a balanced atmosphere for spiritual and practical learning, the system aims to develop individuals who are morally strong,

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self-reliant, and prepared to contribute positively to the revitalization of society.

263. (C) the pursuit of knowledge considered a fundamental religious obligation.
In the Islamic tradition, Ilm represents valid knowledge, and its acquisition is viewed as a mandatory religious duty for all believers. This concept encompasses both religious teachings and beneficial worldly knowledge derived through reason and observation. By treating education as a spiritual commitment, the tradition encourages continuous learning and the application of knowledge to understand and respect the divine creation.

264. (D) spiritual knowledge and worldly/scientific knowledge.
The distinction between Para Vidya and Apara Vidya represents the dual nature of the curriculum in Dayanand Saraswati's philosophy. Para Vidya focuses on higher spiritual truths and self-realization through the study of the Vedas. In contrast, Apara Vidya deals with secular, worldly knowledge, including science and practical arts. Together, they provide a holistic education that addresses both spiritual and material life.

265. (A) develop an individual who lives a life of submission to divine principles.
The ultimate objective of education in Islamic traditions is the cultivation of a righteous individual who aligns their life with divine will. This involves understanding and submitting to the principles found in the Quran and Hadith. Education serves to foster a person who integrates faith with reason, using their knowledge to live ethically and fulfill their responsibilities toward God and humanity.

266. (B) A seminar on Plato's theory of Forms.
Idealism prioritizes the development of the mind and the exploration of enduring, abstract ideas over purely physical or material training. A seminar on Plato's theory of Forms exemplifies this focus by engaging students in metaphysical and philosophical inquiry. This choice aligns with the idealist belief that education should bring students closer to ultimate concepts of truth, goodness, and spiritual reality.

267. (B) Idealism sees reality as mind-dependent, while Realism sees it as mind-independent.
The core metaphysical divide between Idealism and Realism centers on the relationship between the mind and reality. Idealism asserts that reality is fundamentally mental or spiritual, existing through the mind's perception or ideas. Realism, however, maintains that the material world exists independently of human thoughts or perceptions, governed by natural laws that remain constant regardless of whether they are observed.

268. (A) By systematically organizing information derived from sensory observation.
From a realist perspective, knowledge is constructed through the objective study of the material world. This process begins with gathering raw sensory data through observation and experimentation. This information is then systematically classified and organized into coherent concepts and principles. Unlike Idealism, which looks inward for truth, Realism emphasizes the external world as the source of verifiable, objective knowledge.

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269. (C) help students develop their moral and intellectual character.
For an idealist teacher, the primary aim of education is the inner transformation of the student. This involves cultivating the individual's intellectual abilities and moral sense to align with higher spiritual or abstract ideals. By focusing on character development and the mind's growth, the educator seeks to lead the student toward a more profound understanding of universal values and truth.

270. (D) the ability to use verified knowledge for making good decisions.
In the realist framework, wisdom is defined as the practical application of organized and verified knowledge. It goes beyond the mere accumulation of facts or the understanding of laws to include the capacity for sound judgment in life. Realism views wisdom as the ultimate goal where a person uses their objective understanding of reality to navigate experiences and make effective choices.

271. (C) A group project to design a water purification system for the community.

Pragmatism emphasizes learning through experience and the application of knowledge to solve real-world problems. A community-based project, such as designing a water purification system, perfectly illustrates this approach by involving students in hands-on inquiry and social action. This method transforms abstract information into functional knowledge, demonstrating the pragmatist belief that education should be deeply integrated with the realities of life.

272. (B) Knowledge is not something passively received but is actively constructed or validated by the individual.
Both Pragmatism and Existentialism reject the traditional view of knowledge as a fixed body of eternal truths to be memorized. Instead, they emphasize the active role of the individual in creating or validating knowledge through personal experience and choice. Whether through experimental testing in Pragmatism or subjective realization in Existentialism, knowledge is seen as a dynamic and personally meaningful process.

273. (D) guide students in the process of creating their own meaning and purpose.
The existentialist principle that existence precedes essence suggests that humans are born without a predetermined nature or destiny. Consequently, the aim of education is to empower students to exercise their freedom and responsibility to define themselves. Teachers act as guides who encourage individuals to explore their subjective reality, make authentic choices, and create their own unique purpose in life.

274. (A) The ability to apply knowledge to solve practical problems effectively.
According to pragmatist thought, wisdom is not an abstract intellectual state but a functional capacity. It is demonstrated through the effective resolution of complex social and human problems using tested knowledge. This perspective values the instrumental nature of intelligence, where the true measure of wisdom lies in how well an individual can use their experiences to improve their environment and society.

275. (C) Pragmatism emphasizes social problem-solving, while Existentialism emphasizes individual self-creation.
While both philosophies are learner-centered, they differ in their primary focus. Pragmatism is largely concerned with the evolving process of experience and the collaborative effort to solve social problems through inquiry. Existentialism, however, places radical emphasis on the individual's personal journey of self-discovery and the courage to live authentically. This distinction separates the pragmatist's social orientation from the existentialist's individualistic perspective.

276. (A) A standardized testing system used to guide students into different career pathways.
Structural Functionalism views the social placement function of education as a meritocratic process of sorting individuals based on their talents. Standardized testing serves this purpose by identifying students' abilities and directing them toward appropriate roles in the labor market. This sorting mechanism ensures that the division of labor in society is filled by individuals best suited for specific vocational or professional tasks.

277. (D) how differences in school funding between rich and poor districts affect student outcomes.
Conflict theorists focus on how educational institutions perpetuate existing social inequalities. By examining disparities in school funding, they highlight how students from wealthy backgrounds receive better opportunities than those from impoverished areas. This analysis aims to reveal how the educational system serves as an arena for power struggles, favoring the dominant class and maintaining the status quo across different generations.

278. (B) maintain the existing class structure across generations.
Social reproduction is a central concept in Conflict Theory, suggesting that schools function to pass on social advantages and disadvantages. Rather than promoting mobility, the education system reinforces the current class structure by rewarding the cultural capital of elite groups. This ensures that the children of the dominant class remain in power, while subordinate groups are prepared for lower-status roles in society.

279. (C) Socialization
From a Structural Functionalist perspective, socialization is a primary function of education

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that maintains social stability. By teaching children to respect authority and follow established rules, schools internalize the norms and values of the broader society within the young. This process fosters social solidarity and ensures that individuals are prepared to function cooperatively within the existing social and institutional frameworks.

280. (D) Conflict Theory sees education as a tool of domination, while Functionalism sees it as a mechanism for integration.
The fundamental disagreement between these theories lies in their perception of the purpose of education. Structural Functionalists view schools as vital for social integration and stability, benefiting the whole system. Conflict theorists, however, see education as a tool used by dominant groups to maintain power and control over subordinate groups. This contrast defines their opposing views on whether education promotes cooperation or oppression.

281. (A) How do teacher-student conversations and classroom seating arrangements affect learning?
Symbolic Interactionism focuses on the micro-level of daily interactions and the subjective meanings participants create. A researcher in this tradition would study specific classroom dynamics, such as verbal exchanges and the physical environment, to understand how educational reality is co-constructed. By analyzing these small-scale interactions, the approach reveals how meanings are communicated and how they influence the experiences of teachers and students.

282. (B) a teacher's expectations can influence a student's behavior and performance to match those expectations.
The self-fulfilling prophecy describes a cycle where an initially false or subjective label becomes true through social interaction. If a teacher labels a student as gifted or problematic, that student may internalize the label and adjust their behavior accordingly. This psychological process demonstrates how interpersonal dynamics and the application of symbols can profoundly shape an individual's academic identity and future educational outcomes.

283. (B) a social construct continuously shaped by the interactions of its members.
Symbolic Interactionism posits that the reality of a school is not a rigid, objective structure imposed from above. Instead, it is a social construct that is actively and continuously created through the daily interactions between teachers, students, and staff. This perspective emphasizes that the school environment is fluid, shaped by the subjective interpretations and shared meanings that emerge during interpersonal communication.

284. (A) an individual's self-concept is formed by imagining how others perceive them.
The "looking-glass self" explains that our sense of identity is not formed in isolation but through social reflection. Individuals perceive themselves based on how they believe others see and evaluate them. In a school setting, students develop their academic self-image by interpreting the cues, feedback, and labels provided by teachers and peers, effectively using others as a mirror for self-definition.

285. (C) subjective meanings and interpersonal dynamics in the classroom.
Unlike macro-sociological theories that focus on large structures, Symbolic Interactionism prioritizes the study of interpersonal dynamics. It analyzes the symbols, language, and gestures used in the classroom to uncover the subjective meanings participants attach to their experiences. This focus reveals how individual outcomes are influenced by the immediate social context and the active communication that takes place within the educational environment.

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286. (D) A group's perception that they are unfairly disadvantaged.
Relative Deprivation Theory suggests that social movements are sparked by a subjective sense of injustice. This occurs when individuals perceive a significant gap between their expectations of what they deserve and the actual conditions they experience. This feeling of being unfairly disadvantaged, especially when compared to others, creates the psychological discontent necessary to motivate collective action for social or educational reform.

287. (C) secures access to a printing press, social media experts, and legal aid.

Resource Mobilization Theory argues that the success of a social movement depends on its ability to acquire and manage practical resources. Simply having a grievance is not enough; a group needs tangible assets like communication tools, specialized expertise, and legal support to organize effectively. These resources allow a movement to sustain its efforts, reach a wider audience, and navigate political obstacles.

288. (B) factors in the political environment that make collective action more likely to succeed.
In Political Process Theory, "political opportunities" refer to external conditions that provide a favorable opening for social movements. These factors might include a change in government policy, divisions among the ruling elite, or an increase in public sympathy for the cause. Such opportunities reduce the risks of collective action and increase the chances that a movement's demands will be met by authorities.

289. (D) New Social Movement Theory
New Social Movement Theory highlights a shift in activism from traditional economic or class-based issues to concerns regarding identity, culture, and quality of life. A movement seeking the inclusion of LGBTQ+ history in schools is primarily focused on recognition, representation, and cultural change. Therefore, it fits perfectly within this theoretical framework, which analyzes how contemporary groups struggle over the meanings and values of society.

290. (A) By asserting that discontent is common, but the capacity to organize resources is the key variable.
Resource Mobilization Theory critiques the focus on psychological discontent found in Relative Deprivation Theory. It argues that while grievances are always present in society, they do not automatically lead to movements. The decisive factor is the ability of a group to mobilize resources and build an organization. Without this structural capacity, even the most intense feelings of deprivation remain unexpressed.

291. (C) the development of an individual's character, self-reliance, and potential.
Swami Vivekananda's "man-making" education is centered on the holistic growth of the individual. Rather than just transmitting facts, its primary purpose is to strengthen character, foster fearlessness, and cultivate self-reliance. This approach views education as the process of bringing out the inherent perfection and potential within every person, preparing them to serve humanity and contribute to the regeneration of the nation.

292. (A) Tagore emphasized creative expression in harmony with nature, while Vivekananda emphasized a synthesis of science and spirituality for self-realization.
Although both were reformers, their methods differed in emphasis. Tagore's philosophy centered on creative freedom and learning through a deep connection with the natural world and the arts. Vivekananda, while also spiritual, focused on integrating Western scientific rationalism with the profound wisdom of Vedanta. This synthesis aimed to create individuals who were intellectually modern yet spiritually grounded and morally resilient.

293. (D) facilitator who helps remove obstacles to learning.
The belief that education is the manifestation of perfection already within the individual changes the teacher's role. Instead of being a primary source of information, the educator acts as a facilitator. Their task is to guide the student and remove the mental and physical obstacles that prevent the learner's inherent knowledge and potential from emerging naturally, respecting the student's inner wisdom.

294. (B) the perceived limitations and artificiality of conventional schooling.
Rabindranath Tagore established Visva-Bharati as a critique of the rigid, mechanical, and factory-like nature of colonial education. He believed that conventional schools stifled creativity and separated children from the natural world. His alternative institution sought to restore the joy of learning by creating an environment where education could occur spontaneously through art, music, nature, and a spirit of internationalism.

295. (C) be a means for holistic human development rather than just information transfer.
Both Vivekananda and Tagore rejected the idea that education is merely about collecting data or preparing for employment. They shared a

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fundamental belief that true education must address the physical, intellectual, moral, and spiritual dimensions of a human being. Their common goal was to foster well-rounded individuals capable of achieving a sense of unity with humanity and reaching their full creative potential.

296. (D) knowledge is treated as a commodity to be transferred to passive learners.
Paulo Freire used the "banking" metaphor to describe a traditional educational system where teachers "deposit" information into students. In this model, students are seen as empty containers or passive receptacles who must memorize and store facts. This approach discourages critical thinking and creativity, as it assumes that the teacher possesses all knowledge while the students are entirely ignorant.

297. (A) the development of critical consciousness for social transformation.
The core aim of Freire's "problem-posing" education is the attainment of conscientização, or critical consciousness. By engaging in dialogue about their reality, students learn to perceive the social, political, and economic contradictions in their lives. This heightened awareness is not an end in itself but is meant to empower learners to take action to transform oppressive structures and achieve liberation.

298. (B) projects focusing on community relationships and personal well-being.
A curriculum based on Nel Noddings' 'ethic of care' prioritizes the development of relational and emotional capacities over competitive academic achievement. It organizes learning around 'centers of care', which include caring for oneself, others, and the environment. Such a school would emphasize collaborative projects, dialogue, and community engagement to help students become compassionate, responsible, and emotionally competent individuals in society.

299. (B) Freire's focus is on political liberation from oppression, while Noddings' focus is on developing relational and emotional capacities.
The primary difference between these two thinkers lies in their ultimate educational objectives. Freire's pedagogy is deeply political, aiming to dismantle social oppression through critical awareness and action. Noddings' philosophy, however, is rooted in relational ethics, focusing on the nurturing of the human capacity to care. While both seek reform, one emphasizes social liberation while the other prioritizes emotional well-being.

300. (A) the cycle of reflecting on one's reality and taking action to change it.
In Freire's educational philosophy, praxis is defined as the essential combination of critical reflection and purposeful action directed at changing reality. It moves beyond theoretical understanding by requiring individuals to analyze their oppressive conditions and take active steps toward transformation. This cyclical process ensures that learning is an empowering tool for social change rather than a mere intellectual exercise.

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CHAPTER 02

History, Politics and Economics of Education

1. Which of the following is a key determinant of educational policy?
(A) The philosophical orientation of a single influential educator
(B) The existing socio-economic and political context
(C) The availability of international educational literature
(D) The personal preferences of the student population

2. Which commission is also known as the Secondary Education Commission?
(A) Mudaliar Commission
(B) Kothari Education Commission
(C) Radhakrishnan Commission
(D) Yashpal Committee

3. In the context of Economics of Education, Human Capital Theory posits that education:
(A) is primarily a signal of a person's innate ability to employers.
(B) is a consumption good with no significant investment value.
(C) increases an individual's productivity and thus their earnings.
(D) primarily serves to stratify society based on credentials.

4. Given below are two statements regarding the politics of education.
Statement I: The Conservative perspective of politics of education emphasizes maintaining existing social structures and traditions through schooling.
Statement II: The Liberal perspective of politics of education views education as a tool for promoting social mobility and individual opportunity.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

5. Arrange the following policy documents in chronological order of their submission/release.
I. Yashpal Committee Report
II. Kothari Education Commission Report
III. Justice Verma Committee Report
IV. National Curriculum Framework
(A) II, IV, I, III
(B) I, II, III, IV
(C) II, I, IV, III
(D) III, IV, I, II

6. The process of transmitting a society's political values, norms, and beliefs from one generation to another through educational institutions is best described as:
(A) Political Development
(B) Political Socialization
(C) Political Modernization
(D) Political Engineering

7. Which one of the following is NOT a step in the process of policy formulation?
(A) Generation of policy options
(B) Making the policy decision
(C) Planning of policy implementation
(D) Ignoring the existing situation

8. Cost-Benefit Analysis (CBA) in education primarily focuses on:
(A) The monetary returns of an educational investment compared to its costs.
(B) The social and cultural impacts of an educational program.
(C) The efficiency of achieving a non-monetary goal at the lowest cost.
(D) The pedagogical effectiveness of a teaching method.

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9. Match the Theory/Approach in List I with its Core Idea in List II.
List I: (Theory/Approach)
P. Behaviouralism
Q. Theory of Systems Analysis
R. Theory of Rational Choice
S. Critical Perspective
List II: (Core Idea)
1. Individuals act to maximize their self-interest and utility.
2. Education is a site of power struggles and social reproduction.
3. Focuses on the observable actions and conduct of individuals in the political process.
4. Views the political system as a set of interrelated parts processing inputs and producing outputs.
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-1, R-4, S-3

10. The National Policy of Education (NPE) 1986 was reviewed by which committee in 1992?
(A) Janardhana Reddy Committee
(B) Ramamurti Committee
(C) Yashpal Committee
(D) Sampurnanand Committee

11. According to Signaling Theory, what is the primary function of higher education credentials?
(A) To increase the holder's cognitive skills and productivity.
(B) To guarantee a higher level of social and emotional intelligence.
(C) To provide vocational skills for a specific job.
(D) To act as a filter, signaling pre-existing abilities to employers.

12. Which of the following best describes the 'generation of policy options' stage in policy formulation?
(A) The final selection of the single best policy.
(B) The development of various potential solutions to a policy problem.
(C) The assessment of how a policy has performed after implementation.
(D) The detailed planning of how to put a policy into action.

13. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The Liberal perspective on the politics of education supports the idea of a common curriculum for all students.
Reason (R): Liberals believe that a common curriculum ensures equal opportunity for all children to acquire knowledge and skills, regardless of their social background.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

14. The National Curriculum Framework for Teacher Education (NCFTE) was released in which year?
(A) 2005
(B) 2007
(C) 2012
(D) 2009

15. What is the fundamental difference between Cost-Benefit Analysis (CBA) and Cost-Effectiveness Analysis (CEA)?
(A) CBA uses monetary outcome measures, while CEA uses non-monetary units.
(B) CBA is used for higher education, while CEA is used for primary health.
(C) CBA is a macro-level analysis, while CEA is a localized micro-analysis.
(D) CBA focuses on project costs, while CEA focuses on project benefits.

16. The Theory of Systems Analysis in politics of education views the educational system as:
(A) An autonomous entity isolated from political influences.
(B) A sub-system receiving inputs from and providing outputs to the political environment.
(C) A chaotic collection of individual actors.
(D) A mechanism solely for reproducing social inequality.

17. Consider the following statements about the Kothari Education Commission (1964-66):

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I. It recommended a common school system.
II. It proposed the 10+2+3 structure of education.
III. It was exclusively focused on secondary education.
IV. It made significant recommendations for teacher education, including upgrading training programs.

Which of the above statement(s) is/are correct?
(A) I, II and IV only
(B) I and III only
(C) II, III and IV only
(D) I, II, III and IV

18. The analysis of the existing situation is the first step in policy formulation. What does this step primarily involve?
(A) Identifying the problem, its magnitude, and causes.
(B) Choosing the most popular policy option.
(C) Allocating the budget for policy implementation.
(D) Evaluating the impact of a policy that has already been implemented.

19. Which theory would argue that an individual's decision to pursue higher education is a rational calculation to maximize their lifetime earnings?
(A) Signaling Theory
(B) Human Capital Theory
(C) Theory of Rational Choice
(D) Theory of Systems Analysis

20. Which of the following is an example of educational finance at the 'Macro Level'?
(A) A single school's comprehensive annual budget plan.
(B) A specific family's expenditure on private tuition.
(C) A teacher's individual salary and benefit package.
(D) The national government's total education allocation.

21. The Justice Verma Committee Report (2012) was constituted primarily to recommend reforms in:
(A) Higher education governance.
(B) Curriculum for primary schools.
(C) Teacher education.
(D) Vocational education.

22. Given below are two statements regarding policy cycles.
Statement I: 'Policy impact assessment' is the stage where the actual effects of an implemented policy are measured against its original objectives.
Statement II: 'Subsequent policy cycles' implies that policymaking is a one-time event with a definitive end.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

23. The 'Critical' perspective on the politics of education argues that education primarily serves to:
(A) Promote equality and social justice for all.
(B) Provide neutral and objective knowledge.
(C) Develop rational and autonomous individuals.
(D) Reproduce the existing social and economic inequalities.

24. Which of the following commissions/ committees made significant recommendations for restructuring teacher education programs and was constituted in the wake of concerns about the quality of teachers?
(A) Justice Verma Committee (2012)
(B) Yashpal Committee (2009)
(C) National Knowledge Commission (2007)
(D) Secondary Education Commission (1953)

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25. Consider the following statements related to the process of policy formulation.
I. Evaluation of policy options involves assessing the feasibility and potential consequences of each proposed solution.
II. Making the policy decision is the phase where one policy option is officially chosen for implementation.
III. Planning of policy implementation involves developing a detailed strategy for putting the chosen policy into action.
IV. The process ends definitively after the policy decision is made.
V. Policy impact assessment is conducted before the policy is implemented.

Which of the above statement(s) is/are correct?
(A) I, II and III only

(B) I, IV and V only
(C) II, III and IV only
(D) I, III and V only

26. The concept of 'budgeting' in educational finance refers to:
(A) Drafting a plan of expected income and expenditure.
(B) Calculating the economic returns of a specific degree.
(C) Comparing the total costs of two different programs.
(D) Securing various loans for school infrastructure.

27. The 'Behaviouralism' approach to understanding politics focuses on:
(A) The formal-legal structures of government.
(B) The philosophical ideals of a political system.
(C) The historical evolution of political institutions.
(D) The observable behavior and actions of individuals in political contexts.

28. The National Commission on Teachers was set up in which year?
(A) 1986
(B) 1999
(C) 1992
(D) 2005

29. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The linkage between educational policy and national development is considered crucial for a country's progress.
Reason (R): Education is a powerful instrument for achieving national goals such as economic growth, social cohesion, and scientific advancement.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

30. A school district wants to improve student reading scores. It can choose between two programs: Program A costs $50,000 and improves scores by 10 points on average. Program B costs $80,000 and improves scores by 15 points. Which type of analysis would be most appropriate to decide which program gives 'more improvement per dollar spent'?
(A) Cost-Benefit Analysis
(B) Human Capital Analysis
(C) Signaling Analysis
(D) Cost-Effectiveness Analysis

31. The Yashpal Committee Report (2009) was titled:
(A) Learning Without Burden
(B) Challenge of Education
(C) Report of the Education Commission
(D) National Policy on Education

32. The main argument of the 'Conservative' perspective on the politics of education is that schools should:
(A) Be sites for radical social transformation.
(B) Transmit traditional values and cultural heritage.
(C) Focus solely on individual economic advancement.
(D) Prioritize student-led and unstructured learning.

33. Match the Commission/Policy in List I with the Year in List II.
List I: (Commission/Policy)
P. National Knowledge Commission
Q. Secondary Education Commission
R. National Curriculum Framework
S. Justice Verma Committee Report
List II: (Year)
1. 1953
2. 2012
3. 2007
4. 2005
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

34. Which of the following is an incorrect pair?
(A) National Commission on Teachers - 2007
(B) National Policy of Education - 1986
(C) Yashpal Committee Report - 2009
(D) Kothari Commission - 1964-66

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35. The 'subsequent policy cycles' part of the policy process highlights that policymaking is:
(A) Static and linear
(B) A one-time event
(C) Continuous and iterative
(D) Flawed and ineffective

36. "Economic returns to higher education" refers to:
(A) The overall personal satisfaction students derive from their learning.
(B) The specific amount of government subsidy provided to public universities.
(C) The total cost of tuition and laboratory fees paid by the students.
(D) The increase in income or societal output attributable to education.

37. Consider the following statements about determinants of Educational Policy.
I. Political ideologies and the balance of power.
II. Economic conditions and resource availability.
III. Prevailing social and cultural values.
IV. The private opinions of non-stakeholders.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

38. The National Knowledge Commission (2007) was chaired by:
(A) Prof. Yashpal
(B) Mr. Sam Pitroda
(C) Dr. D. S. Kothari
(D) Justice J.S. Verma

39. The Theory of Rational Choice, when applied to the politics of education, assumes that stakeholders (e.g., policymakers, parents, teachers) will:
(A) Act altruistically for the common good.
(B) Follow traditional patterns of behavior without question.
(C) Behave in ways that are unpredictable and irrational.
(D) Make decisions that maximize their perceived self-interest or benefit.

40. An example of educational finance at the 'Macro Level' would be:
(A) The total international aid received for education.
(B) A university's budget planning for the upcoming academic year.
(C) The percentage of GDP spent on education by a country.
(D) A state government's overall education budget.

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41. Arrange the following stages of the policy formulation process in the correct sequence.
I. Making the policy decision
II. Generation of policy options
III. Analysis of the existing situation
IV. Planning of policy implementation
(A) III, II, I, IV
(B) I, II, III, IV
(C) III, I, II, IV
(D) II, III, I, IV

42. Which perspective in the politics of education would be most critical of standardized testing, arguing that it perpetuates social inequalities?
(A) Critical
(B) Conservative
(C) Liberal
(D) Behaviouralist

43. Which policy document first extensively used the term "investment in education" and emphasized the link between education and national development?
(A) Secondary Education Commission (1953)
(B) National Policy of Education (1986)
(C) Yashpal Committee Report (2009)
(D) Kothari Education Commission (1964-66)

44. Given below are two statements regarding theories of education.
Statement I: Signaling theory argues that education does not necessarily make a person more productivity.
Statement II: Human capital theory argues that education increases a person's inherent productivity.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

45. The National Curriculum Framework 2005 laid great emphasis on:
(A) Rote memorization and teacher-centric classrooms.
(B) Examination-oriented learning to achieve high scores.
(C) Constructivism and connecting knowledge to life outside the school.
(D) A rigid and uniform curriculum for all states.

46. "Policy impact assessment" is a step in the policy process that seeks to answer which of the following questions?
(A) Which policy option should we choose?
(B) What is the nature of the problem we are trying to solve?
(C) How will we implement the chosen policy?
(D) Did the policy achieve its intended goals?

47. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): Cost-Effectiveness Analysis (CEA) is preferred over Cost-Benefit Analysis (CBA) when the primary outcomes of an educational program are difficult to monetize, such as improved critical thinking skills.
Reason (R): CEA compares the costs of different interventions relative to a single, specific non-monetary outcome (e.g., cost per student achieving proficiency).
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

48. The political process through which young people acquire political cognitions, attitudes, and behaviors is known as:
(A) Political development
(B) Political socialization
(C) Political choice
(D) Political analysis

49. Which of the following is NOT a central feature of the Liberal perspective on the politics of education?
(A) Emphasis on meritocracy
(B) Support for preserving traditional social hierarchies
(C) Belief in education for social mobility
(D) Advocacy for equality of educational opportunity

50. The Kothari Commission (1964-66) made comprehensive recommendations concerning teacher education, which did NOT include:
(A) Abolishing all in-service teacher training programs.
(B) Integrating teacher education with the university system.
(C) Introducing a mandatory two-year B.Ed. program.
(D) Improving the quality of teacher training institutions.

51. Consider the following statements about educational commissions:
I. The Secondary Education Commission (1953) focused on vocationalization of education.
II. The Kothari Commission (1964-66) recommended the establishment of DIETs (District Institutes of Education and Training).
III. The NPE 1986 gave a call for "Operation Blackboard".
IV. The Justice Verma Committee (2012) was concerned with "Learning without Burden".
V. The Yashpal Committee (2009) recommended major reforms in teacher education.
Which of the above statement(s) is/are incorrect?
(A) I and II only
(B) IV and V only
(C) II and III only
(D) III, IV, and V only

52. The linkage between educational policy and national development implies that:
(A) Education policy is created in total isolation from national goals.
(B) Education is an end in itself and has no role in national progress.
(C) National development is strictly dependent on educational policy.
(D) Policy is designed to support economic, social, and political objectives.

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53. Which approach to understanding politics would analyze the educational policy-making process by looking at inputs (demands, support), conversion (the political system), and outputs (policies, laws)?
(A) Theory of Rational Choice
(B) Behaviouralism
(C) Theory of Systems Analysis
(D) Critical Perspective

54. The concept of 'budgeting' at the micro-level of educational finance pertains to:
(A) The national education budget passed by the Parliament.
(B) An individual school's financial planning for a fiscal year.
(C) The World Bank's educational loans to a country.
(D) A state's overall spending on teacher salaries.

55. Match the Concept in List I with its Description in List II.
List I: (Concept)
P. Cost-Benefit Analysis
Q. Human Capital Theory
R. Signaling Theory
S. Cost-Effectiveness Analysis
List II: (Description)
1. Education increases productivity and skills.
2. Education certifies pre-existing ability.
3. Compares alternatives with outcomes measured in non-monetary units.
4. Compares alternatives with outcomes measured in monetary units.
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-1, R-2, S-4

56. Which of the following commissions is most strongly associated with the recommendation of the 10+2+3 pattern of educational structure?
(A) Kothari Education Commission (1964-66)
(B) National Commission on Teachers (1999)
(C) Secondary Education Commission (1953)
(D) Yashpal Committee (2009)

57. From a 'Critical' political perspective, the 'hidden curriculum' in schools is seen as a means to:
(A) Foster creativity and independent thought.
(B) Provide equal opportunities for all students.
(C) Instill obedience and conformity to dominant ideologies.
(D) Promote critical dialogue and social change.

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58. The stage of 'evaluation of policy options' in policy formulation involves:
(A) Weighing the pros and cons of different potential solutions.
(B) Identifying the initial problem.
(C) Implementing the chosen policy.
(D) Measuring the final impact of the policy.

59. The National Curriculum Framework for Teacher Education (NCFTE) 2009 was developed by which body?
(A) National Council of Educational Research and Training (NCERT)
(B) University Grants Commission (UGC)
(C) All India Council for Technical Education (AICTE)
(D) National Council for Teacher Education (NCTE)

60. Arrange the following in the order of their occurrence.
I. National Policy of Education (NPE)
II. National Knowledge Commission (NKC)
III. Kothari Education Commission (KEC)
IV. Secondary Education Commission (SEC)
(A) IV, III, I, II
(B) III, IV, I, II
(C) I, II, III, IV
(D) IV, I, III, II

61. 'Education for Political Development' primarily aims to:
(A) Encourage blind obedience to the state.
(B) Create a small elite group to rule the country.
(C) Create an informed, participant citizenry capable of contributing to the political process.
(D) Promote a single political party's ideology.

62. Given below are two statements regarding educational finance levels.
Statement I: Educational finance at the Macro Level deals with aspects like the proportion of national income spent on education.
Statement II: Educational finance at the Micro

Level deals with the financial management of individual institutions like schools or colleges.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

63. Which of the following statements about the Yashpal Committee Report (2009) is incorrect in the context of its recommendations?
(A) It focused exclusively on the problems of teacher education.
(B) It suggested the creation of a National Commission for Higher Education and Research (NCHER).
(C) It advocated for strengthening the vocational education stream at the school level.
(D) It recommended the abolition of multiple entrance examinations for higher education.

64. A government is deciding between building a new university and building a new highway. Both projects have costs and expected economic returns. Which analytical tool would be most suitable for comparing these two very different projects?
(A) Cost-Effectiveness Analysis
(B) Cost-Benefit Analysis
(C) Theory of Systems Analysis
(D) Political Socialization Index

65. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The Theory of Rational Choice can be used to understand why parents might choose a private school over a public one, even if it is more expensive.
Reason (R): The theory posits that parents, as rational actors, will weigh the perceived benefits (e.g., better quality, better outcomes) against the costs and choose the option that maximizes their utility (their child's future).
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

66. The concept that educational policy and national development have a reciprocal relationship means that:
(A) Education influences national development, and national development in turn shapes educational policy.
(B) Education only influences national development, but not vice versa.
(C) National development only influences education, but not vice versa.
(D) Education and national development are completely independent of each other.

67. Which of the following is the most accurate description of the Conservative perspective of politics of education?
(A) It views schools as agents for radical social change.
(B) It prioritizes individual freedom and choice over all else.
(C) It emphasizes the role of education in preserving social order and transmitting cultural heritage.
(D) It seeks to deconstruct power relations and expose inequalities in the education system.

68. The National Policy of Education (1986) was a landmark policy. Which of the following was NOT a key feature or recommendation of NPE 1986?
(A) The establishment of Navodaya Vidyalayas.
(B) The launch of Operation Blackboard.
(C) The creation of a national system of education with a common core curriculum.
(D) The introduction of the Right to Education Act.

69. Consider the following statements about the Economics of Education:
I. Human Capital theory treats expenditure on education as an investment.
II. Signaling theory suggests that education credentials are a proxy for innate ability.
III. Cost-Benefit Analysis measures benefits in monetary units.
IV. Cost-Effectiveness Analysis is useful when benefits are hard to monetize.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only

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(D) I, II, III, and IV

70. The "subsequent policy cycles" stage in the policy process acknowledges that:
(A) A policy, once made, is permanent and unchangeable.
(B) Policy evaluation may lead to the termination, continuation, or modification of the policy, starting a new cycle.
(C) The implementation plan is the final step in the process.
(D) Policy decisions are always perfect and require no further review.

71. 'Behaviouralism' as an approach to understanding politics emphasizes the study of:
(A) Political institutions and their legal frameworks.
(B) The moral and ethical dimensions of political decisions.
(C) The historical development of political thought.
(D) The actions and attitudes of individuals involved in politics.

72. Which commission/committee report strongly advocated for revamping teacher education and suggested measures like increasing the duration of teacher training programs?
(A) Justice Verma Committee Report (2012)
(B) Yashpal Committee (2009)
(C) National Knowledge Commission (2007)
(D) Secondary Education Commission (1953)

73. The Liberal perspective on politics of education is primarily concerned with:
(A) Preserving the existing social order.
(B) Unmasking the role of education in social reproduction.
(C) Promoting individual growth, liberty, and equality of opportunity.
(D) Enforcing a strict, uniform curriculum based on tradition.

74. The Secondary Education Commission (1953) is also known by the name of its chairperson:
(A) Dr. A. Lakshmanaswami Mudaliar
(B) Dr. D. S. Kothari
(C) Dr. S. Radhakrishnan
(D) Prof. Yashpal

75. Match the Political Perspective in List I with Education's Role in List II.
List I: (Political Perspective)
P. Liberal
Q. Conservative
R. Critical
S. Behaviouralist
List II: (View on Education's Role)
1. Preserve cultural heritage and social stability.
2. Challenge power structures and promote social justice.
3. Foster individual opportunity and social mobility.
4. Analyze observable political behavior of educational actors.
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

76. Given below are two statements regarding National Policy of Education revisions.
Statement I: The National Policy of Education (1992) was not a new policy but a 'Programme of Action' for the NPE 1986.
Statement II: The NPE 1986 and its 1992 revision both emphasized the need to address disparities and promote equity in education.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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77. If an economist calculates the increased lifetime earnings an engineer will make due to their degree and subtracts the total cost of their education (tuition, foregone wages), they are conducting a:
(A) Cost-Effectiveness Analysis
(B) Signaling Analysis
(C) Cost-Benefit Analysis
(D) Micro-level Budgeting Exercise

78. The primary focus of the National Commission on Teachers (1999) was on:
(A) The pay scales and service conditions of teachers.
(B) The curriculum for teacher education programs.
(C) The use of technology in classrooms.

(D) The overall status and professional development of teachers.

79. Consider the following statements related to politics and education:
I. The Liberal perspective advocates for education as a means for social mobility.
II. The Conservative perspective emphasizes the role of education in maintaining social order.
III. The Critical perspective views education as a potential tool for social reproduction of inequality.
IV. The Theory of Rational Choice assumes individuals in the education sector act to maximize their self-interest.
V. The Theory of Systems Analysis sees the education system as isolated from the political environment.
Which of the above statement(s) is/are correct?
(A) I, II, III, and IV only
(B) I, III, and V only
(C) II, IV, and V only
(D) I, II, III, IV, and V

80. What is the correct sequence of events in the policy formulation process after the 'analysis of the existing situation'?
(A) Policy decision → Policy options → Policy implementation
(B) Generation of policy options → Evaluation of policy options → Making the policy decision
(C) Policy implementation → Policy options → Policy decision
(D) Evaluation of policy options → Generation of policy options → Making the policy decision

81. Which one of the following is an example of an 'input' in the Systems Analysis of the politics of education?
(A) A new education law
(B) Public demands for curriculum change
(C) Increased student literacy rates
(D) A government budget for schools

82. The National Knowledge Commission (2007) recommendations covered a wide range, but its major thrust was on:
(A) Reforming higher education and promoting a knowledge-based society.
(B) Primary education reforms.
(C) The functioning of the Secondary Education Commission.
(D) The financial aspects of school education only.

83. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): According to Human Capital Theory, governments should invest in education.
Reason (R): A more educated workforce is more productive, leading to faster economic growth for the nation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

84. The process by which the political system makes authoritative decisions about education, such as passing laws or setting budgets, is a core concern of:
(A) Economics of Education
(B) Philosophy of Education
(C) Sociology of Education
(D) Politics of Education

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85. Which of the following is NOT a contribution of the Kothari Commission (1964-66) to teacher education?
(A) Suggesting the establishment of State Boards of Teacher Education.
(B) Recommending the integration of teacher education with universities.
(C) Proposing the abolition of all teacher training institutions.
(D) Emphasizing the need for quality in-service training for teachers.

86. A key difference between 'education for political development' and 'political socialization' is that:
(A) Political development applies only to adults, while socialization applies only to children.
(B) Political development is a conscious policy goal, while socialization can be an unconscious process.
(C) Political development is about individual learning, while socialization is about

national policy.
(D) They are identical terms with no difference in meaning.

87. Consider the following statements regarding educational policy:
I. Determinants of educational policy include economic conditions and political ideology.
II. Policy formulation is a cyclical process, not a linear one.
III. 'Policy impact assessment' is the final, unchangeable judgment on a policy's success.
IV. 'Generation of policy options' involves creating a variety of possible solutions.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and IV only
(C) III and IV only
(D) I, II, III, and IV

88. The concept of 'Educational Finance' deals with:
(A) How financial resources for education are raised, allocated, and utilized.
(B) How educational goals are formulated.
(C) The political ideologies behind educational systems.
(D) The historical development of curriculum.

89. The Yashpal Committee Report (2009), 'Learning Without Burden', primarily focused on:
(A) Reducing the physical weight of school bags for primary children.
(B) Introducing more examinations to increase academic rigor.
(C) Reforming higher education and reducing the burden of fragmentation and commercialization.
(D) The financing of secondary education.

90. An employer who believes a university degree is valuable mainly because it shows that the applicant is intelligent and persistent enough to complete it, rather than because of specific skills learned, is subscribing to:
(A) Signaling Theory
(B) Human Capital Theory
(C) Rational Choice Theory
(D) Systems Analysis Theory

91. Arrange the following commissions and committees in reverse chronological order (most recent first).
I. Justice Verma Committee Report
II. Kothari Education Commission
III. Secondary Education Commission
IV. National Knowledge Commission
(A) I, IV, II, III
(B) III, II, IV, I
(C) I, II, III, IV
(D) IV, I, II, III

92. The 'making the policy decision' stage in policy formulation is characterized by:
(A) The analysis of the problem.
(B) The authoritative choice of a specific course of action from the available options.
(C) The generation of multiple solutions.
(D) The assessment of the policy's effects after implementation.

93. The Critical perspective on the politics of education is most closely associated with which of the following ideas?
(A) Meritocracy and individual achievement.
(B) The neutrality of the school curriculum.
(C) The reproduction of class structure and hegemony.
(D) The efficiency of the education market.

94. Given below are two statements regarding curriculum frameworks.
Statement I: The National Curriculum Framework (NCF) 2005 recommended a shift away from rote learning.
Statement II: The NCF 2005 did not make any recommendations relevant to teacher education, as that was covered by the NCFTE.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

95. Match the Year in List I with the Commission/ Report in List II.
List I: (Year)
P. 1953
Q. 1986
R. 2009
S. 2012
List II: (Commission/Report)

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1. Yashpal Committee Report
2. Justice Verma Committee Report
3. Secondary Education Commission
4. National Policy of Education

(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-4, Q-3, R-1, S-2

96. The main objective of linking educational policy to national development is to:
(A) Keep education free from all political and economic influences.
(B) Ensure education serves as an instrument for achieving national goals.
(C) Focus education solely on individual spiritual growth.
(D) Make educational institutions profitable businesses.

97. An analysis comparing the cost per student who successfully graduates from two different vocational training programs is an example of:
(A) Cost-Benefit Analysis
(B) Cost-Effectiveness Analysis
(C) Signaling Theory application
(D) Macro-level financial planning

98. The Theory of Systems Analysis, when applied to politics and education, uses the concept of 'feedback' to explain:
(A) How citizens' reactions to policies can influence future policy decisions.
(B) The process of teaching students and grading their responses.
(C) The one-way flow of information from government to the people.
(D) The historical roots of the education system.

99. Which of the following is many an incorrect description of a perspective on the politics of education?
(A) Liberal: Education should promote equality of opportunity.
(B) Conservative: Education should transmit traditional cultural values.
(C) Critical: Education is a neutral process, free from power dynamics.
(D) Liberal: Education should foster rational thinking and autonomy.

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100. The National Curriculum Framework for Teacher Education (NCFTE) 2009 emphasized the need for teacher education to be:
(A) More theoretical and detached from school reality.
(B) Focused only on content knowledge, not pedagogy.
(C) A short-term, six-month certification course.
(D) Grounded in the school context and reflective practice.

101. Consider the following assertions about various commissions:
I. The Secondary Education Commission (1953) was chaired by A.L. Mudaliar.
II. The Kothari Commission (1964-66) was titled 'Education and National Development'.
III. The National Knowledge Commission (2007) was chaired by Sam Pitroda.
IV. The Yashpal Committee (2009) recommended the creation of an over-arching regulatory body for higher education.
V. The Justice Verma Committee (2012) suggested making the B.Ed. program a one-year course.

Which of the above statement(s) is/are correct?
(A) I, II, III, and V only
(B) I, II, III, and IV only
(C) II, III, and IV only
(D) I, III, IV, and V only

102. The determinant of educational policy that relates to the prevailing beliefs, values, and norms in a society is best categorized as:
(A) Economic
(B) Political
(C) Socio-cultural
(D) Technological

103. Which theory posits that individuals rationally choose to invest in education because it increases their skills and, consequently, their future income?
(A) Signaling Theory
(B) Theory of Systems Analysis
(C) Human Capital Theory
(D) Critical Theory

104. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The Critical perspective of politics of education argues that curriculum is not neutral but reflects the interests of the dominant class.
Reason (R): The selection of what counts as "official knowledge" to be taught in schools is a political process that tends to legitimize existing social hierarchies.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

105. 'Political socialization' is the process through which individuals:
(A) Run for political office.
(B) Acquire their political beliefs and values.
(C) Analyze government budgets.
(D) Formulate national education policies.

106. The National Policy of Education (1986) called for a 'reorientation' of teacher education, which included the establishment of:
(A) The University Grants Commission (UGC).
(B) District Institutes of Education and Training (DIETs).
(C) The National Council for Teacher Education (NCTE) as a statutory body.
(D) Indian Institutes of Technology (IITs).

107. Which of the following best represents the final stage of a single policy cycle, which also serves as the input for the next?
(A) Generation of policy options
(B) Making the policy decision
(C) Policy impact assessment
(D) Analysis of the existing situation

108. The approach to understanding politics that focuses on how actors make choices to maximize their personal advantage is the:
(A) Theory of Systems Analysis
(B) Theory of Rational Choice
(C) Behaviouralism
(D) Historical Approach

109. Consider the following statements about education economics:
I. Cost-Benefit Analysis requires all costs and benefits to be expressed in monetary terms.
II. Cost-Effectiveness Analysis compares programs based on the cost to achieve a specific, non-monetary outcome.
III. Human Capital Theory views education as a form of consumption.
IV. Signaling Theory views education as an investment in skills.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I and III only
(D) II and IV only

110. The Kothari Commission's comprehensive vision for teacher education included:
(A) Reducing the duration of training programs.
(B) Isolating teacher training from universities.
(C) Emphasizing the continuous professional development of teachers.
(D) Focusing only on pre-service training.

111. The phrase "linkage between educational policy and national development" suggests that education should be:
(A) A political tool for propaganda.
(B) An engine for economic growth and social change.
(C) A system isolated from societal needs.
(D) A commercial enterprise for profit.

112. The Liberal view of education emphasizes meritocracy, which means:
(A) An individual's social position should be based on their inherited status.
(B) An individual's social position should be based on their talent and effort.
(C) All individuals should have the same outcomes regardless of effort.
(D) Social positions should be determined by the government.

113. Match the Political Approach in List I with its Focus of Study in List II.
List I: (Political Approach)
P. Behaviouralism
Q. Theory of Systems Analysis
R. Theory of Rational Choice

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S. Critical Perspective

List II: (Focus of Study)

1. Inputs, outputs, and feedback in the political system.
2. How education reproduces or challenges social inequality.
3. Individual actors maximizing their self-interest.
4. Observable actions and attitudes of political actors.

(A) P-4, Q-1, R-3, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-4, S-3

114. The National Curriculum Framework (NCF) 2005 was based on the vision articulated in which document?
(A) NPE 1986
(B) Learning Without Burden (Yashpal Committee Report, 1993)
(C) Kothari Commission Report
(D) Secondary Education Commission Report

115. A key recommendation of the Justice Verma Committee (2012) for improving teacher education was:
(A) To shut down all private teacher education institutions.
(B) To increase the duration of teacher education programs to ensure intensity and rigor.
(C) To reduce the eligibility criteria for admission to teacher education courses.
(D) To make teacher education a distance-learning-only mode.

116. Given below are two statements regarding Cost-Benefit Analysis.
Statement I: In Cost-Benefit Analysis of education, foregone earnings while a student is considered a cost.
Statement II: Increased tax revenue for the government from a more educated populace is considered a benefit.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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117. Arrange the following chronologically based on their year of introduction.
I. National Policy of Education (first major one after Kothari Commission)
II. National Curriculum Framework for Teacher Education
III. Report of the Secondary Education Commission
IV. Report of the National Knowledge Commission
(A) III, I, IV, II
(B) I, III, II, IV
(C) III, I, II, IV
(D) IV, II, I, III

118. Which perspective on the politics of education would argue that school choice and voucher systems are beneficial because they introduce competition and make schools more responsive to parents (consumers)?
(A) Critical Perspective
(B) Liberal Perspective influenced by market principles
(C) Conservative Perspective focused on tradition
(D) Systems Analysis Perspective

119. 'Educational finance at the Macro Level' is concerned with which of the following questions?
(A) How does a specific school allocate funds for its library?
(B) What percentage of the national GDP should be allocated to education?
(C) How much should a family save for their child's college education?
(D) What is the tuition fee for a particular course at a university?

120. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): Policy formulation is not a purely technical process; it is inherently political.
Reason (R): The process involves negotiation and conflict among different groups with competing interests and values, and the final decision reflects the balance of power among them.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct

explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

121. The Yashpal Committee Report (2009) recommended the creation of a single, powerful regulatory body for higher education and research to replace existing bodies like UGC and AICTE. What was this proposed body called?
(A) National Higher Education Authority (NHEA)
(B) National Commission for Higher Education and Research (NCHER)
(C) All India Council for Universities (AICU)
(D) Higher Education Commission of India (HECI)

122. Which of the following is an example of an 'output' in the Theory of Systems Analysis applied to education politics?
(A) Parents' demand for better school infrastructure.
(B) A new government policy on teacher recruitment.
(C) Lobbying by teacher unions.
(D) Public opinion on examination reforms.

123. Consider the following statements about education policies and commissions:
I. The Kothari Commission recommended a 10+2+3 structure.
II. The NPE 1986 was reviewed by the Janardhana Reddy Committee in 1992.
III. The Justice Verma Committee focused on reforms in legal education.
IV. The National Knowledge Commission was headed by Sam Pitroda.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I and III only
(D) II and IV only

124. The concept of 'political development' in the context of education involves:
(A) Transmitting political values uncritically from one generation to the next.
(B) Developing citizens' capacities for rational political participation and evaluation.
(C) Limiting political knowledge to a select elite.
(D) The study of political behavior in animals.

125. Which one of the following is a primary concern of the economics of education?
(A) The philosophical underpinnings of different teaching methods.
(B) The efficiency and equity of the use of resources in education.
(C) The psychological development of students.
(D) The historical evolution of the curriculum.

126. The Secondary Education Commission (1953) recommended the establishment of:
(A) Navodaya Vidyalayas
(B) Multipurpose schools
(C) District Institutes of Education and Training (DIETs)
(D) Indian Institutes of Management (IIMs)

127. From the perspective of the Theory of Rational Choice, a student might choose a particular college major based on:
(A) The traditions of their family.
(B) A random and inexplicable whim.
(C) A careful assessment of future job prospects and earning potential versus the difficulty of the course.
(D) The demands of the political system.

128. Consider the following statements related to Political Socialization and Education:
I. Schools are significant agents of political socialization.
II. It involves the transmission of political norms and values.
III. The curriculum and classroom climate can shape political attitudes.
IV. It is a process that only occurs in autocratic regimes.
V. It is completely separate from the goal of political development.
Which of the above statement(s) is/are correct?
(A) I, II, and V only
(B) II, IV, and V only
(C) I, II, and III only
(D) III, IV, and V only

129. Given below are two statements regarding Cost-Benefit Analysis and Cost-Effectiveness Analysis.
Statement I: A limitation of Cost-Benefit

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Analysis is the difficulty in assigning a monetary value to all educational outcomes, such as improved citizenship.
Statement II: Cost-Effectiveness Analysis bypasses this problem by not requiring the monetization of outcomes.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

130. The "planning of policy implementation" stage of the policy process involves:
(A) Deciding if a problem exists.
(B) Choosing one policy over another.
(C) Developing detailed action plans, timelines, and resource allocation for executing the policy.
(D) Evaluating whether the policy worked.

131. The main contribution of the National Curriculum Framework for Teacher Education (NCFTE) 2009 was to:
(A) Provide a new framework for school curriculum.
(B) Suggest a new salary structure for teachers.
(C) Articulate a comprehensive vision for reforming teacher education in India.
(D) Recommend the closure of teacher education institutions.

132. The Conservative perspective on education would most likely support:
(A) A curriculum that questions traditional values.
(B) Student-led movements for social change.
(C) A focus on core knowledge and cultural literacy.
(D) The abolition of standardized testing.

133. Match the Theory/Perspective in List I with its Key Idea in List II.
List I: (Theory/Perspective)
P. Human Capital Theory
Q. Signaling Theory
R. Liberal Perspective
S. Conservative Perspective
List II: (Key Idea)
1. Education should promote individual opportunity and meritocracy.
2. Education is an investment that enhances a worker's productivity.
3. Education should preserve social order and transmit tradition.
4. Education certifies innate ability rather than building skills.
(A) P-2, Q-4, R-1, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-1, R-4, S-3

134. Which of the following is NOT considered a determinant of educational policy?
(A) The prevailing political ideology.
(B) The state of the national economy.
(C) The fictional plots of popular television shows.
(D) Pressure from international organizations.

135. The National Policy of Education, 1986, is significant for teacher education because it recommended:
(A) The establishment of DIETs, CTEs, and IASEs.
(B) The abolition of in-service training for teachers.
(C) A reduction in the salary of teachers.
(D) The closure of NCERT.

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136. In the Systems Analysis model of politics, 'demands' and 'supports' are considered:
(A) Outputs
(B) Inputs
(C) Feedback
(D) Conversion processes

137. Which of the following statements about the Kothari Commission (1964-66) is incorrect?
(A) It was titled "Education and National Development".
(B) It recommended that 6% of GDP be spent on education.
(C) It was exclusively focused on reforming teacher education.
(D) It proposed a common school system.

138. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): Proponents of Signaling Theory are often skeptical about the actual skill-enhancement value of a general liberal arts degree.

Reason (R): They argue the degree's primary economic value comes from signaling that the holder possesses desirable traits like intelligence and conscientiousness, which were present before they attended college.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

139. The process of policy formulation is best described as:
(A) A single, discrete event.
(B) A rigid, unchangeable sequence of steps.
(C) A dynamic and cyclical process of problem-solving.
(D) A process conducted entirely by educational experts without political input.

140. Which of the following would be an example of 'political socialization' through education?
(A) A student learning the process of photosynthesis.
(B) A school conducting regular flag-hoisting ceremonies and singing the national anthem.
(C) A teacher calculating the average score of a class test.
(D) A student solving a complex mathematical problem.

141. Consider the following policy-related activities:
I. Identifying the rising high school dropout rate as a problem.
II. Drafting three different programs to address the dropout rate.
III. Choosing and funding one of the three programs.
IV. Studying the dropout rate one year after the program is implemented.
These activities correspond, in order, to which stages of the policy process?
(A) Analysis, Generation of options, Decision-making, Impact assessment
(B) Decision-making, Implementation, Impact assessment, Generation of options
(C) Generation of options, Impact assessment, Decision-making, Analysis
(D) Implementation, Analysis, Generation of options, Decision-making

142. The term "budgeting" in educational finance refers to:
(A) The theoretical study of how education affects earnings.
(B) The process of planning and controlling the financial resources of an educational entity for a future period.
(C) The calculation of the national education expenditure as a percentage of GDP.
(D) The comparison of costs between two different educational technologies.

143. Which of the following is a defining feature of the Critical perspective on the politics of education?
(A) A focus on individual choice and market mechanisms.
(B) A belief in the neutrality and objectivity of the education system.
(C) An analysis of how power, ideology, and class interests shape schooling.
(D) An emphasis on maintaining social stability and tradition.

144. The National Knowledge Commission (2007) gave extensive recommendations on:
(A) Libraries and knowledge networks.
(B) E-governance.
(C) Translation and language.
(D) All of the above.

145. "Economic returns to higher education" can be analyzed at both the individual and societal levels. Which of the following is a societal return?
(A) Increased personal income for a graduate.
(B) Increased national productivity and tax base.
(C) The personal satisfaction a graduate feels.
(D) The ability of a graduate to get a better job.

146. Given below are two statements regarding the secondary Education Commission.
Statement I: The Secondary Education Commission (1953) recommended a three-year secondary and four-year higher education system.
Statement II: The commission is also known as the Mudaliar Commission.

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(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

147. A policy maker is faced with two options to improve literacy. Option A is a tutoring program, and Option B is a computer-based learning software. To decide which option produces a greater improvement in reading scores for a given amount of money, the most appropriate tool would be:
(A) Cost-Benefit Analysis
(B) Human Capital Theory
(C) Cost-Effectiveness Analysis
(D) Signaling Theory

148. The Yashpal Committee Report of 2009 primarily focused on which sector of education?
(A) Primary Education
(B) Secondary Education
(C) Higher Education
(D) Teacher Education only

149. Consider the following statements regarding theories in economics of education:
I. Human Capital Theory assumes that education increases worker productivity.
II. Signaling Theory assumes that education helps employers identify productive workers.
III. A key difference is that Human Capital Theory sees education as changing the person, while Signaling Theory sees it as revealing the person.
IV. Both theories conclude that education has no impact on an individual's earnings.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I and IV only
(C) II and III only
(D) I, II, III and IV

150. In the process of policy formulation, 'generation of policy options' must be preceded by:
(A) Policy impact assessment
(B) Planning of policy implementation
(C) Analysis of the existing situation
(D) Making the policy decision

151. Which of the following commissions/ committees was specifically constituted to give recommendations on teacher education in the context of the Right to Education Act and the need for quality teachers?
(A) National Commission on Teachers (1999)
(B) Justice Verma Committee (2012)
(C) National Knowledge Commission (2007)
(D) Secondary Education Commission (1953)

152. Match the Item in List I with its Associated Name/Term in List II.
List I: (Item)
P. Secondary Education Commission
Q. Kothari Commission
R. National Knowledge Commission
S. Yashpal Committee Report (2009)
List II: (Associated Name/Term)
1. Sam Pitroda
2. Learning Without Burden
3. A.L. Mudaliar
4. Education and National Development
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-4, R-2, S-1
(D) P-4, Q-3, R-1, S-2

153. A voter who supports a political party that advocates for school vouchers and market-based reforms in education is reflecting which political perspective on education?
(A) Critical
(B) Conservative (market-oriented variant)
(C) Orthodox Conservative
(D) Systems Analysis

154. The concept of 'educational finance' at a 'micro level' would involve:
(A) A state government deciding its total education budget.
(B) The central government deciding the allocation for a national literacy mission.
(C) A school principal preparing the budget for the school's annual sports day.
(D) The World Bank providing a loan for education to a developing country.

155. Given below are two statements regarding political approaches.
Statement I: The Theory of Rational Choice assumes that individuals are self-interested

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and make decisions to maximize their personal benefits.
Statement II: The Behaviouralism approach focuses on the formal, legal aspects of political institutions rather than individual actions.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

156. The Kothari Commission's recommendation for a "common school system" was motivated by a desire to:
(A) Promote national integration and social cohesion.
(B) Reduce government spending on education.
(C) Encourage the growth of private schools.
(D) Make the curriculum more difficult.

157. Which one of the following is NOT one of the steps in the process of policy formulation?
(A) Generation of policy options
(B) Evaluation of policy options
(C) Concealment of policy intentions
(D) Planning of policy implementation

158. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The relationship between politics and education is bidirectional.
Reason (R): Political decisions and ideologies shape educational systems, and in turn, the educational system influences the political culture and behavior of future citizens.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

159. The National Curriculum Framework for Teacher Education (NCFTE), 2009, was a follow-up to which major national curriculum document?
(A) National Curriculum Framework (NCF) 2005
(B) National Policy on Education 1986
(C) Kothari Commission Report 1966
(D) Secondary Education Commission Report 1953

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160. Consider the following statements about Human Capital and Signaling theories:
I. Signaling theory argues that education increases human capital.
II. Human Capital theory argues that education signals innate ability.
III. Both theories attempt to explain why education is correlated with higher earnings.
IV. Signaling theory suggests much of education spending is socially wasteful.
V. Human Capital theory suggests education spending is a productive investment.
Which of the above statement(s) is/are correct?
(A) I, II and III only
(B) III, IV and V only
(C) I, III and V only
(D) II, IV and V only

161. A school's effort to teach students about the democratic process, respect for law, and the rights and duties of citizens is an example of education contributing to:
(A) Economic Returns
(B) Political Socialization
(C) Signaling
(D) Cost-Benefit Analysis

162. The stage in the policy cycle where the effectiveness and outcomes of a policy are measured against its stated goals is known as:
(A) Policy implementation planning
(B) Generation of policy options
(C) Policy impact assessment
(D) Making the policy decision

163. Which approach to understanding politics would be most interested in studying voting patterns of teachers' unions or the lobbying efforts of parent-teacher associations?
(A) Behaviouralism
(B) Critical Theory
(C) Systems Analysis
(D) Conservative Perspective

164. The National Commission on Teachers (1999) was set up during the tenure of which government body/ministry?
(A) Ministry of Human Resource Development (MHRD)
(B) Ministry of Finance
(C) University Grants Commission (UGC)

(D) National Council for Teacher Education (NCTE)

165. Which of the following is the most significant contribution of the Justice Verma Committee Report (2012) to teacher education?
(A) It proposed increasing the length and rigor of teacher preparation programs.
(B) It suggested that teacher education should be completely privatized.
(C) It proposed to reduce the qualification for becoming a teacher.
(D) It recommended that teaching should be an exclusively male profession.

166. A government decides to fund a public health campaign instead of a new school building. This decision, involving a trade-off between two different sectors, represents which stage of policy-making?
(A) Analysis of the existing situation
(B) Making the policy decision
(C) Planning of policy implementation
(D) Policy impact assessment

167. The "Conservative" perspective in the politics of education emphasizes that the primary role of schools should be:
(A) To promote critical thinking that challenges the status quo.
(B) To facilitate individual self-discovery without a set curriculum.
(C) To transmit the established knowledge, culture, and values of the society.
(D) To act as engines of social and economic revolution.

168. Which of the following represents a correct chronological sequence?
(A) Kothari Commission → NPE 1986 → NCF 2005 → Justice Verma Committee
(B) NPE 1986 → Kothari Commission → Justice Verma Committee → NCF 2005
(C) Justice Verma Committee → NCF 2005 → NPE 1986 → Kothari Commission
(D) Kothari Commission → Justice Verma Committee → NPE 1986 → NCF 2005

169. What is the key difference between Macro and Micro levels of educational finance?
(A) Macro level deals with individual institutions, Micro level deals with the national economy.
(B) Macro level deals with the national/state economy, Micro level deals with individual institutions/households.
(C) Macro level is about costs, Micro level is about benefits.
(D) There is no difference; the terms are interchangeable.

170. Given below are two statements regarding political perspectives.
Statement I: The "Liberal" perspective supports equal educational opportunity to promote social mobility.
Statement II: The "Critical" perspective argues that in practice, the education system often fails to provide true equality and instead reproduces existing social hierarchies.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

171. The 1992 policy document related to education is best described as:
(A) A completely new National Policy of Education.
(B) A Programme of Action (PoA) to implement the NPE of 1986.
(C) The report of the Kothari Commission.
(D) The first National Curriculum Framework.

172. Consider the following statements about policy formulation:
I. It is a linear process with a definite start and end.
II. 'Generation of policy options' involves brainstorming various solutions.
III. 'Evaluation of policy options' assesses the feasibility and consequences of each solution.
IV. 'Subsequent policy cycles' suggests the process is iterative and continuous.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II and III
(C) II, III and IV only
(D) I and IV only

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173. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The National Knowledge Commission (2007) recommended a massive expansion of the university system.
Reason (R): The commission believed that increasing the Gross Enrolment Ratio (GER) in higher education was crucial for India to become a knowledge-based economy.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

174. If you analyze politics by looking at the inputs (demands), the conversion process (political system), and outputs (policies), you are using the:
(A) Theory of Rational Choice
(B) Theory of Systems Analysis
(C) Critical Perspective
(D) Behaviouralist Approach

175. Which one of the following was a major focus of the Secondary Education Commission (1953)?
(A) The establishment of a uniform 10+2+3 system nationwide.
(B) The diversification of the secondary curriculum and establishment of multipurpose schools.
(C) The reform of higher education and universities.
(D) The introduction of a common school system.

176. The idea that people acquire their political attitudes and beliefs through various agents, including schools, is central to the concept of:
(A) Political Development
(B) Political Socialization
(C) Rational Choice
(D) Cost-Benefit Analysis

177. Match the Commission/Committee in List I with its Main Focus/Recommendation in List II.
List I: (Commission/Committee)
P. Kothari Commission
Q. NPE 1986
R. Yashpal Committee (2009)
S. Justice Verma Committee (2012)
List II: (Main Focus/Recommendation)
1. Operation Blackboard
2. Reforming teacher education quality and duration
3. Education and National Development (Comprehensive reform)
4. Reforming higher education regulation (NCHER)
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-3, S-2

178. From a Human Capital Theory perspective, a government subsidy for higher education is justified because:
(A) It signals to employers that the students are smart.
(B) It increases national skills, leading to growth that benefits everyone.
(C) It is a strategic way to keep young people out of the labor market.
(D) It is a cost-effective way for ruling parties to win extra votes.

179. The analysis of 'who gets what, when, and how' in the educational sphere is the central question for:
(A) The economics of education
(B) The history of education
(C) The politics of education
(D) The psychology of education

180. The National Curriculum Framework 2005 was developed by which organization?
(A) UGC (University Grants Commission)
(B) AICTE (All India Council for Technical Education)
(C) NCTE (National Council for Teacher Education)
(D) NCERT (National Council of Educational Research and Training)

181. Consider the following statements about the perspectives on politics of education:
I. The Liberal perspective focuses on education for equality of opportunity.
II. The Conservative perspective emphasizes transmitting cultural heritage.
III. The Critical perspective focuses on how

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education can reproduce social inequality.
IV. The Behaviouralism perspective is not a normative view but an approach to study political actions.
V. The Theory of Rational Choice assumes that actors in education are always altruistic.
Which of the above statement(s) is/are correct?
(A) I, II, III, and IV only
(B) I, II, and V only
(C) III, IV, and V only
(D) I, II, III, IV, and V

182. 'Policy impact assessment' occurs:
(A) Before a policy is formulated.
(B) During the generation of policy options.
(C) After the policy has been implemented for a period of time.
(D) Immediately after the policy decision is made but before implementation.

183. Which theory would explain a student's choice to study for a degree with a high market value as a calculated decision to maximize their future income?
(A) Human Capital Theory
(B) Signaling Theory
(C) Both Human Capital and Rational Choice theories
(D) Systems Analysis Theory

184. The Kothari Commission (1964-66) is considered a landmark because:
(A) It was the first education commission in independent India.
(B) It reviewed the entire education sector, from primary to university level.
(C) It focused only on the problem of teacher salaries.
(D) It was implemented in its entirety without any modifications.

185. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The Justice Verma Committee (2012) recommended strengthening the regulation of teacher education institutions.
Reason (R): The committee found a proliferation of sub-standard, commercialized institutions that were diluting the quality of teacher preparation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

186. Which of the following is NOT an approach to understanding politics?
(A) Behaviouralism
(B) Theory of Systems Analysis
(C) Theory of Rational Choice
(D) Post-structuralism

187. The term 'Cost Effective Analysis' in education is best defined as a method that:
(A) Measures all benefits of an education program in monetary terms.
(B) Identifies the least expensive way to achieve a non-monetary objective.
(C) Argues that education is an investment in human capital.
(D) Signals the innate ability of students to employers.

188. Which perspective on politics and education would see the curriculum as a site of struggle over values and ideology?
(A) The Critical perspective
(B) The Liberal perspective
(C) The Conservative perspective
(D) All of the above

189. Which of the following is an example of a 'determinant' of educational policy?
(A) The final text of an education act.
(B) A powerful teacher's union lobbying for higher pay.
(C) A school's annual report card.
(D) A student's examination result.

190. Given below are two statements regarding curriculum and reports.
Statement I: The NCF 2005 emphasized that learning should be a joyful experience and not a source of stress.
Statement II: The Yashpal Committee Report (2009) was concerned with the fragmentation of higher education.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.

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(D) Statement I is false, but Statement II is true.

191. The concept of 'political socialization' refers to:
(A) The formal process of electing government officials.
(B) The lifelong process of acquiring political orientations and behaviors.
(C) The economic analysis of political decisions.
(D) The historical study of political institutions.

192. Consider the following statements about the process of policy formulation:
I. Analysis of the existing situation is the first step.
II. Evaluation of policy options involves assessing their pros and cons.
III. Planning for implementation is a crucial step for success.
IV. The process is cyclical, with assessment leading to new cycles.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) II and IV only
(D) I, II, III, and IV

193. The concept of "budgeting" in the context of educational finance is essentially a:
(A) Historical record of past expenditures.
(B) Financial plan for the future.
(C) Theoretical model of economic returns.
(D) Comparison of two different investment options.

194. The 'Behaviouralism' approach to studying politics, applied to education, would focus on:
(A) The written rules and constitution governing the education ministry.
(B) The ideal purpose and philosophy of education.
(C) The actual voting record of legislators on education bills.
(D) The class-based power structures underlying the education system.

195. The National Policy on Education (1986) proposed the creation of rural universities based on the philosophy of Mahatma Gandhi, which were to be called:
(A) Navodaya Vidyalayas
(B) Kendriya Vidyalayas
(C) Gramodaya Vishwavidyalayas
(D) Open Universities

196. The main difference between Human Capital Theory and Signaling Theory is on the question of whether education:
(A) Costs money.
(B) Leads to higher earnings.
(C) Primarily builds skills or primarily certifies existing skills.
(D) Is provided by the government or private sector.

197. Which of the following is an INCORRECT pairing of a commission/committee with its year?
(A) Secondary Education Commission - 1953
(B) Kothari Education Commission - 1964
(C) National Knowledge Commission - 1999
(D) Justice Verma Committee Report - 2012

198. The Liberal perspective on the politics of education strongly advocates for:
(A) A strict, unchanging traditional curriculum.
(B) Using schools to maintain the existing social hierarchy.
(C) Equality of educational opportunity for all individuals.
(D) The abolition of public schooling in favor of homeschooling.

199. Match the Process Stage in List I with its Activity in List II.
List I: (Process Stage)
P. Analysis of the existing situation
Q. Generation of policy options
R. Making the policy decision
S. Policy impact assessment
List II: (Activity)
1. Authoritatively selecting one course of action.
2. Measuring outcomes against objectives after implementation.
3. Defining the problem and identifying its causes.
4. Brainstorming and developing several potential solutions.
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-1, R-4, S-3

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200. "Education for Political Development" aims to create citizens who are:
(A) Passive and obedient.
(B) Politically aware and capable of participation.
(C) Apolitical and indifferent to public affairs.
(D) Focused only on their economic self-interest.

201. Which committee recommended a thorough overhaul of teacher education, highlighting issues of quality, regulation, and the duration of programs in its 2012 report?
(A) Yashpal Committee
(B) Kothari Commission
(C) Justice Verma Committee
(D) National Commission on Teachers

202. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): From a Critical perspective, the curriculum is never a neutral selection of knowledge.
Reason (R): The choice of what is included and excluded in textbooks and lessons reflects the power and ideology of dominant groups in society.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

203. A government study calculates that for every 1 unit invested in primary education, the country's GDP increases by 15 units over the long term. This is an application of:
(A) Cost-Effective Analysis
(B) Cost-Benefit Analysis
(C) Signaling Theory
(D) Theory of Rational Choice

204. Given below are two statements regarding political approaches.
Statement I: 'Behaviouralism' focuses on what political actors 'do' rather than on the formal structures of government.
Statement II: The 'Theory of Systems Analysis' views the political system as an organism that responds to its environment.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

205. Consider the following statements about education commissions in India:
I. The Secondary Education Commission focused on the diversification of courses.
II. The Kothari Commission recommended a national system of education.
III. The National Knowledge Commission was primarily concerned with primary school infrastructure.
IV. The Yashpal Committee (2009) advocated for the abolition of universities.
V. The Justice Verma Committee (2012) reviewed teacher education.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I, II, and V only
(C) III, IV, and V only
(D) I, IV, and V only

206. A family's expenditure on tuition fees, books, and uniforms is an example of educational finance at the:
(A) Macro Level
(B) Micro Level
(C) Global Level
(D) National Level

207. A politician who argues that schools must prioritize teaching a specific version of national history and traditional values to create patriotic citizens is reflecting which political perspective?
(A) Liberal
(B) Critical
(C) Conservative
(D) Rational Choice

208. The National Curriculum Framework (NCF) 2005's emphasis on constructivist learning has direct implications for teacher education, suggesting that teachers should be trained as:
(A) Transmitters of information
(B) Facilitators of learning
(C) Strict disciplinarians
(D) Custodians of examination secrets

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209. The fact that policy-making often involves a continuous process of evaluation and adjustment is captured in the concept of:
(A) Making the policy decision
(B) Analysis of the existing situation
(C) Subsequent policy cycles
(D) Generation of policy options

210. The Theory of Rational Choice assumes that individuals are:
(A) Irrational and unpredictable
(B) Altruistic and community-focused
(C) Utility-maximizers
(D) Governed by tradition and emotion

211. Which commission/policy first strongly articulated the need for a national system of education and a common educational structure (10+2+3)?
(A) Secondary Education Commission (1953)
(B) National Policy of Education (1986)
(C) National Knowledge Commission (2007)
(D) Kothari Education Commission (1964-66)

212. In the context of political socialization, schools act as agents that:
(A) Exclusively teach vocational skills.
(B) Transmit the political culture of the society.
(C) Are completely isolated from political influence.
(D) Focus only on the physical development of the child.

213. The linkage between educational policy and national development is weak when:
(A) The curriculum is aligned with the economic needs of the country.
(B) Education policy is formulated without considering national priorities.
(C) Investment in education is seen as crucial for growth.
(D) Schools promote values of citizenship and national identity.

214. Which of the following is an example of an 'input' in the Systems Analysis of educational politics?
(A) A new law passed on school funding.
(B) Public protests demanding smaller class sizes.
(C) The election of a new minister of education.
(D) The graduation rate of high school students.

215. Consider the following statements about education entities:
I. The National Commission on Teachers (1999) looked into the status and conditions of teachers.
II. The NCF 2005 was created by the NCERT.
III. The NKC (2007) was chaired by Sam Pitroda.
IV. The NCFTE (2009) provided a framework for teacher education.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) II and IV only
(C) I, II, and III only
(D) I, III, and IV only

216. 'Cost-Benefit Analysis' and 'Cost-Effectiveness Analysis' are tools used in:
(A) The politics of education
(B) The history of education
(C) The philosophy of education
(D) The economics of education

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217. The 'Critical' perspective on education politics, influenced by theories of power and control, would be most interested in analyzing:
(A) The efficiency of school administration.
(B) How power relations and social control are exercised through schooling.
(C) The correlation between years of schooling and income.
(D) The observable voting behavior of school board members.

218. The Programme of Action (PoA) of 1992 was formulated to:
(A) Create a new education policy from scratch.
(B) Implement and operationalize the National Policy on Education of 1986.
(C) Review the recommendations of the Kothari Commission.
(D) Introduce a new curriculum framework.

219. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): In the process of policy formulation, the 'analysis of the existing situation' is a critical first step.
Reason (R): A policy cannot be effective if it is not based on a clear understanding of the

problem it is intended to solve.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

220. The concept that investing in the education and health of a population can lead to economic growth is central to:
(A) Signaling Theory
(B) Human Capital Theory
(C) Theory of Systems Analysis
(D) Behaviouralism

221. All of the following commissions/committees had teacher education as a significant part of their recommendations EXCEPT:
(A) Kothari Education Commission (1964-66)
(B) National Policy of Education (1986)
(C) This question is flawed; all had teacher education as a significant part.
(D) Justice Verma Committee (2012)

222. Given below are two statements regarding political perspectives.
Statement I: The Conservative perspective on education often values discipline and respect for authority in the classroom.
Statement II: The Liberal perspective on education tends to value creativity and individual autonomy.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

223. Match the Term in List I with its Explanation in List II.
List I: (Term)
P. Macro Level Finance
Q. Micro Level Finance
R. Human Capital
S. Signaling
List II: (Explanation)
1. A school's annual budget
2. Nation's education expenditure as % of GDP
3. Education as a certification of pre-existing ability
4. Skills and knowledge embodied in people
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-2, Q-1, R-3, S-4
(D) P-1, Q-2, R-4, S-3

224. The main purpose of 'education for political development' is to:
(A) Indoctrinate students into a single ideology.
(B) Foster the skills and dispositions necessary for an effective democratic citizenry.
(C) Encourage apathy towards political matters.
(D) Prepare students for careers in politics only.

225. A primary recommendation of the Yashpal Committee Report (2009) was to de-stress higher education by:
(A) Reducing the number of universities.
(B) Abolishing all examinations.
(C) Integrating the various regulatory bodies into one commission.
(D) Making all higher education free.

226. Which of the following is NOT a stage in the process of policy formulation?
(A) Generation of policy options
(B) Evaluation of policy options
(C) Obfuscation of policy goals
(D) Planning of policy implementation

227. A key tenet of the 'Behaviouralism' approach is the emphasis on:
(A) Philosophical speculation
(B) Historical narratives
(C) Empirical observation and quantification
(D) Formal-legal analysis of institutions

228. What is the correct chronological order of the following?
I. NCFTE
II. NCF
III. NPE (Programme of Action)
IV. NPE
(A) IV, III, II, I
(B) III, IV, I, II
(C) IV, II, III, I
(D) I, II, III, IV

229. If a policymaker has to choose between two equally effective methods of teaching reading, the rational choice would be to select the one that costs less. This analysis is known as:

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(A) Cost-Benefit Analysis
(B) Cost-Effectiveness Analysis
(C) Signaling Theory
(D) Human Capital Theory

230. The relationship between politics and education can be described as:
(A) One-way, with politics influencing education.
(B) Non-existent, as education is an autonomous field.
(C) Reciprocal, with each influencing the other.
(D) One-way, with education influencing politics.

231. Consider the following statements about commissions and policies:
I. The Kothari Commission recommended establishing Agricultural Universities.
II. The NPE 1986 promoted the concept of a national system of education.
III. The Yashpal Committee (2009) suggested abolishing deemed university status.
IV. The Justice Verma Committee recommended a two-year B.Ed. program.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) III and IV only
(D) I, II, III, and IV

232. An individual who believes that getting a degree from a prestigious university is important not for the knowledge gained, but because it opens doors to elite networks, is implicitly using a logic related to:
(A) Human Capital Theory
(B) Signaling Theory
(C) Cost-Effectiveness Analysis
(D) Systems Analysis

233. The final step in a policy cycle, which provides crucial information for the beginning of the next cycle, is:
(A) Planning of policy implementation
(B) Policy impact assessment
(C) Generation of policy options
(D) Making the policy decision

234. Given below are two statements regarding Systems Analysis.
Statement I: The Theory of Systems Analysis in politics uses the metaphor of a living organism to describe the political system.
Statement II: The theory analyzes the flow of inputs (demands/support) from the environment into the political system and the resulting outputs (policies/decisions).
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

235. Which committee's recommendations led to the creation of the National Council for Teacher Education (NCTE) as a statutory body?
(A) Kothari Commission (1966)
(B) Chattopadhyaya Committee (1985) and NPE (1986)
(C) Justice Verma Committee (2012)
(D) Yashpal Committee (2009)

236. The Liberal perspective on politics and education would most likely oppose:
(A) Merit-based scholarships.
(B) A common curriculum designed to give everyone a fair start.
(C) School admission based on family background and wealth.
(D) Investment in public education to foster social mobility.

237. The process of preparing a financial blueprint for an educational institution for an upcoming year is called:
(A) Cost-Benefit Analysis
(B) Budgeting
(C) Signaling
(D) Political Socialization

238. Read the following assertion (A) and reason (R) and choose the correct option.
Assertion (A): The National Curriculum Framework (NCF) 2005 recommended integrating work and education.
Reason (R): It was believed that this would help in reducing the gap between the school, home, and community, and make learning more meaningful.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct

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explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

239. The perspective that views education as a marketplace where individuals make choices to maximize their own advantage is most aligned with:
(A) The Theory of Rational Choice
(B) The Theory of Systems Analysis
(C) The Critical Perspective
(D) The Conservative Perspective

240. The National Knowledge Commission (2007) strongly advocated for reforms in education to transform India into a:
(A) Military Superpower
(B) Knowledge Society
(C) Agricultural Economy
(D) Closed-door Society

241. Consider the following statements about various commissions:
I. Secondary Education Commission - Multipurpose Schools
II. Kothari Commission - 10+2+3 Structure
III. NPE 1986 - Operation Blackboard
IV. Justice Verma Committee - Quality Teacher Education
V. Yashpal Committee (2009) - NCHER
Which of the above pair(s) is/are correctly matched?
(A) I, II, III only
(B) I, II, III, V only
(C) III, IV, V only
(D) I, II, III, IV, V

242. "What are the monetary costs and monetary benefits of a university degree?" - This question is central to which type of analysis?
(A) Cost-Benefit Analysis
(B) Cost-Effective Analysis
(C) Political Socialization Analysis
(D) Systems Analysis

243. The process by which a government body formally chooses a single policy solution from a list of alternatives is called:
(A) Policy analysis
(B) Policy evaluation
(C) Making the policy decision
(D) Policy implementation

244. The main goal of Political Socialization through the education system is to ensure:
(A) Political instability
(B) Political continuity and legitimacy
(C) Political revolution
(D) Political apathy

245. Match the Political Perspective in List I with its Core Value in Education in List II.
List I: (Political Perspective)
P. Liberal
Q. Conservative
R. Critical
S. Rational Choice
List II: (Core Value in Education)
1. Tradition and Order
2. Emancipation and Justice
3. Individual Opportunity
4. Maximizing Utility
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

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246. Which report highlighted the "degrees of separation" between different fields of knowledge and advocated for a more holistic and integrated approach in higher education?
(A) Kothari Commission Report
(B) Yashpal Committee Report (2009)
(C) Justice Verma Committee Report
(D) National Policy of Education (1986)

247. Given below are two statements regarding teacher education.
Statement I: The NCFTE 2009 envisions a teacher who is a reflective practitioner.
Statement II: A reflective practitioner is one who uncritically follows instructions and avoids questioning their own teaching methods.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

248. The determinant of educational policy that deals with a country's financial capacity to fund educational initiatives is primarily:
(A) Political

(B) Social
(C) Economic
(D) Cultural

249. Which one of the following is the best example of 'Human Capital'?
(A) The amount of money in a person's bank account.
(B) The machinery in a factory.
(C) The knowledge and skills of a trained surgeon.
(D) A government bond.

250. Which of the following correctly describes the relationship between politics and education?
(A) Educational institutions are key sites for political socialization and are shaped by political decisions.
(B) Education is a neutral field, untouched by political processes.
(C) Politics determines educational policy, but education has no impact on the political system.
(D) The only relationship is that politicians sometimes give speeches at schools.

Direction : Please read the following source carefully.

The evolution of teacher education in post-independence India was significantly shaped by landmark commissions. The Secondary Education Commission (1953), also known as the Mudaliar Commission, diagnosed several weaknesses in the existing teacher training system. It observed that training colleges operated in isolation from schools and that their methods were overly theoretical. The commission advocated for a more practical approach, suggesting that training colleges should have demonstration schools attached to them and that the duration of training should be extended. A decade later, the Kothari Education Commission (1964-66) undertook a comprehensive review of the entire education sector, including teacher education. It famously stated that the quality of a nation's education is inextricably linked to the quality of its teachers. The Kothari Commission recommended a substantial overhaul, proposing the establishment of comprehensive colleges of education, the integration of teacher education with the university system, and the introduction of continuous professional development programs. It also stressed the importance of improving teachers' remuneration and service conditions to attract better talent to the profession. Both commissions laid the groundwork for viewing teacher training not as a one-time certification but as a continuous process of professional growth, linking it directly to the improvement of school education.

Based on the above source, attempt the following five questions.

251. According to the passage, what was a primary criticism of the teacher training system by the Secondary Education Commission (1953)?
(A) The insufficient remuneration for teachers
(B) The isolation of training colleges and their theoretical focus
(C) The lack of integration with the university system
(D) The absence of a national policy on education

252. The Kothari Education Commission (1964-66) proposed a significant overhaul of teacher education by recommending:
(A) the creation of comprehensive colleges of education and university integration.
(B) the establishment of demonstration schools in every district.
(C) the reduction in the duration of teacher training programs.
(D) the privatization of all teacher training institutions.

253. Based on the passage, what fundamental shift in perspective regarding teacher training did both commissions promote?
(A) A shift from practical training to a more theoretical foundation
(B) A focus on teacher training exclusively for the secondary level
(C) A view of teacher training as a continuous process rather than a single event
(D) A preference for private sector involvement in teacher education

254. A key difference highlighted in the passage between the recommendations of the Secondary Education Commission and the Kothari Commission is that the Kothari Commission specifically emphasized:
(A) the need for practical training in schools.

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(B) attaching demonstration schools to training colleges.
(C) extending the duration of the training period.
(D) improving teachers' salary and service conditions.

255. The passage implies that the core principle underlying the Kothari Commission's recommendations for teacher education was that:
(A) teacher education should be isolated to maintain its specific focus.
(B) economic conditions were the main barrier to educational improvement.
(C) the quality of teachers is the most critical factor in the quality of national education.
(D) teacher training methods from the pre-independence era were largely effective.

Direction : Please read the following source carefully.

The National Policy of Education (1986), along with its revised Programme of Action in 1992, marked a paradigm shift in the systematic development of teacher education infrastructure in India. Recognizing the teacher as central to educational reform, the policy envisioned a robust, decentralized system for both pre-service and in-service training. A key institutional innovation was the proposed establishment of District Institutes of Education and Training (DIETs) in each district to enhance the quality of elementary education and support teachers at the grassroots level. For secondary teacher education, the policy recommended upgrading selected Secondary Teacher Education Institutions into Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs). These institutions were tasked with organizing pre-service and in-service courses for secondary teachers, conducting research, and providing extension and resource support to schools. This tiered structure aimed to create a continuum of teacher development, from the district to the state and national levels. The 1986/1992 policy framework firmly established the principle of continuous professional development and created a permanent institutional mechanism to deliver it, moving away from ad-hoc training programs towards a more sustained and systematic approach to teacher empowerment.

Based on the above source, attempt the following five questions.

256. What was the primary purpose of establishing District Institutes of Education and Training (DIETs) as per the NPE 1986?
(A) To conduct research for higher education policy
(B) To enhance the quality of elementary education at the grassroots level
(C) To upgrade secondary teacher education institutions
(D) To serve as the central regulatory body for all teacher training

257. The passage suggests that the NPE 1986/1992 framework for teacher education was characterized by:
(A) a centralized and uniform training model for all levels.
(B) a focus exclusively on pre-service teacher preparation.
(C) a reduction in the number of teacher training institutions.
(D) a decentralized, tiered structure for continuous professional development.

258. According to the passage, the roles of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were primarily focused on:
(A) secondary teacher education, research, and resource support.
(B) elementary education and grassroots support.
(C) formulating national education policies.
(D) regulating the financial aspects of DIETs.

259. The passage contrasts the approach of the NPE 1986/1992 with previous systems by highlighting a move from:
(A) a systematic approach to ad-hoc training programs.
(B) a focus on in-service training to pre-service training.
(C) ad-hoc training programs to a sustained institutional mechanism.
(D) a decentralized model to a fully centralized one.

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260. A logical inference from the passage is that the NPE 1986 recognized that:
(A) institutional infrastructure is essential for the effective delivery of teacher development.
(B) teacher education could only be improved through international collaboration.
(C) secondary education was more important than elementary education.
(D) the existing teacher training system was adequate and needed no changes.

Direction : Please read the following source carefully.

The turn of the millennium saw a renewed focus on enhancing teacher quality and professionalism, influenced by several key reports. The National Commission on Teachers (1999) delved into the status and professional needs of teachers, recommending measures for their empowerment, accountability, and the creation of a professional code of ethics. Shortly after, the National Curriculum Framework (2005) provided a new perspective on education, viewing learning as a constructive process and the child as an active participant. This constructivist approach had profound implications for teacher education, demanding a shift from the teacher as a mere 'transmitter' of information to a 'facilitator' of knowledge. The NCF 2005 implicitly called for teacher education programs to reorient themselves to prepare educators who could foster critical thinking and creativity. Building on this, the National Knowledge Commission (2007) addressed the imperative of creating a knowledge-based society. In its recommendations on education, the NKC emphasized the need for reforms in teacher education, advocating for greater flexibility in curriculum, better quality assurance mechanisms, and increased investment in research and innovation within teacher training institutions. It argued for breaking the isolation of these institutions and integrating them more closely with the mainstream university system to foster interdisciplinary and intellectual rigour.

Based on the above source, attempt the following five questions.

261. According to the passage, what was a key recommendation of the National Commission on Teachers (1999)?
(A) Shifting to a constructivist approach to learning
(B) Integrating teacher education with universities
(C) Focusing exclusively on teacher accountability
(D) Creating a professional code of ethics for teachers

262. The National Curriculum Framework (2005) influenced teacher education by promoting a shift in the teacher's role from:
(A) facilitator of knowledge to transmitter of information.
(B) transmitter of information to facilitator of knowledge.
(C) professional practitioner to academic researcher.
(D) classroom manager to curriculum designer.

263. The National Knowledge Commission (2007) advocated for which of the following to improve teacher education?
(A) Stricter, more rigid curriculum standards
(B) Isolating teacher training to maintain its unique focus
(C) Closer integration with the mainstream university system
(D) Reducing investment in research and innovation

264. The passage suggests that the constructivist approach of NCF 2005 requires teachers who are capable of:
(A) enforcing rote memorization and discipline.
(B) delivering information with maximum efficiency.
(C) adhering strictly to prescribed textbooks.
(D) fostering critical thinking and creativity in students.

265. An overarching theme connecting the recommendations of the NCF (2005) and NKC (2007) as described in the passage is the need for:
(A) a more intellectually rigorous and less isolated teacher education system.
(B) increased teacher salaries to attract talent.

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(C) a return to traditional methods of teaching and learning.
(D) strengthening the regulatory control over teacher training institutions.

Direction : Please read the following source carefully.

The late 2000s and early 2010s witnessed a concerted push for fundamental reforms in teacher education, spearheaded by three influential reports. The Yashpal Committee Report (2009), titled 'Learning Without Burden', argued for de-emphasizing disciplinary boundaries and promoting a more holistic understanding of knowledge. It strongly recommended that all teacher education programs, including those for elementary levels, should be situated within universities and multi-disciplinary colleges to end the intellectual isolation of teacher training. Concurrently, the National Curriculum Framework for Teacher Education (NCFTE) 2009 was developed to align teacher preparation with the vision of the NCF 2005. The NCFTE 2009 emphasized the need for a reflective and humane professional, advocating for a curriculum that integrates theory with extensive and rigorously supervised field experiences. It stressed developing teachers' capacities for self-directed learning and reflection. The culmination of this reformist drive came with the Justice Verma Committee Report (2012), constituted in the wake of concerns about the proliferation of substandard teacher education institutions. The report made strong recommendations for enhancing the duration and rigour of teacher education programs, introducing stringent regulatory processes, and making teacher eligibility tests mandatory.

Based on the above source, attempt the following five questions.

266. What was a central recommendation of the Yashpal Committee Report (2009) concerning teacher education institutions?
(A) To increase the number of standalone teacher training institutes
(B) To situate teacher education programs within universities to end their isolation
(C) To focus exclusively on de-emphasizing disciplinary boundaries in schools
(D) To create a separate regulatory body for elementary teacher education

267. The NCFTE 2009 aimed to develop teachers who are primarily:
(A) specialists in a single academic discipline.
(B) reflective, humane, and capable of self-directed learning.
(C) focused on administrative and management tasks.
(D) experts in information and communication technology.

268. According to the passage, the Justice Verma Committee Report (2012) was primarily constituted to address the issue of:
(A) the proliferation of substandard teacher education institutions.
(B) the lack of field experience in teacher training.
(C) the intellectual isolation of teacher education.
(D) the burden of the curriculum on students.

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269. A common thread running through the Yashpal Committee Report and the NCFTE 2009, as described in the passage, is the emphasis on:
(A) making teacher eligibility tests mandatory.
(B) increasing the duration of teacher education programs.
(C) overcoming intellectual isolation and promoting a more integrated, reflective approach.
(D) strengthening the role of single-discipline training colleges.

270. Which of the following measures was specifically recommended by the Justice Verma Committee Report to ensure a minimum standard of quality for teachers?
(A) Situating teacher education within multi-disciplinary colleges
(B) Promoting a holistic understanding of knowledge
(C) Developing teachers' capacity for self-directed learning
(D) Making teacher eligibility tests mandatory

Direction : Please read the following source carefully.

The formulation of educational policy is a systematic, cyclical process designed to address educational challenges and align the sector with national aspirations. This process typically

begins with a thorough analysis of the existing situation, where data is collected and problems are identified to understand the current state of education. Following this diagnosis, the next stage involves the generation of policy options. Here, various potential solutions and strategies are brainstormed and developed to address the identified issues. Each of these alternatives must then undergo a rigorous evaluation of policy options, where their feasibility, potential costs, benefits, and likely impacts are assessed against a set of criteria. Based on this evaluation, the crucial step of making the policy decision is taken, where the most promising option is selected by the relevant authorities. However, the process does not end there. A detailed plan for planning of policy implementation is then formulated, outlining the necessary resources, timelines, and responsibilities. Once implemented, a policy impact assessment is conducted to measure the actual outcomes and effectiveness of the policy against its intended goals. The findings from this assessment feed into subsequent policy cycles, allowing for refinement, revision, or the formulation of new policies.

Based on the above source, attempt the following five questions.

271. What is the first step in the educational policy formulation cycle as described in the passage?
(A) Generation of policy options
(B) Making the policy decision
(C) Analysis of the existing situation
(D) Planning of policy implementation

272. The stage of 'evaluation of policy options' involves:
(A) selecting the single best policy and discarding all others.
(B) assessing the feasibility, costs, and potential impacts of various strategies.
(C) collecting initial data to identify problems in the education system.
(D) measuring the final outcomes of an already implemented policy.

273. According to the passage, what is the purpose of a 'policy impact assessment'?
(A) To brainstorm potential solutions to a newly identified problem
(B) To decide which policy option is the most promising to implement
(C) To outline the resources and timelines for policy implementation
(D) To measure the effectiveness of a policy after it has been implemented

274. The passage describes the policy formulation process as 'cyclical' because:
(A) findings from the assessment of one policy inform the next policy cycle.
(B) each policy is designed to last for only one year.
(C) the process is rigid and does not allow for changes.
(D) policymakers frequently return to the first step without completing the cycle.

275. If a policymaking body is comparing three different strategies to improve literacy rates by weighing their respective costs and benefits, which stage of the policy cycle are they in?
(A) Analysis of the existing situation
(B) Generation of policy options
(C) Evaluation of policy options
(D) Policy impact assessment

Direction : Please read the following source carefully.

The linkage between educational policy and national development is fundamental, positioning education as a primary instrument for achieving a nation's socio-economic and political goals. National development is a multi-faceted concept encompassing economic growth, social justice, cultural preservation, and political stability. Educational policy provides the strategic framework for harnessing the potential of education to contribute to these domains. For instance, policies emphasizing science and technology education are often formulated to spur innovation and economic competitiveness. Similarly, policies promoting universal elementary education are designed to foster social equity. The determinants of educational policy are therefore deeply intertwined with national priorities. Economic conditions, political ideology, and social demands all influence the direction of educational policy. The process of policy formulation serves as the mechanism through which these determinants are translated into concrete educational objectives. By setting

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curricula and allocating resources, educational policy directly shapes the knowledge, skills, and values imparted to citizens, thereby influencing the human capital and social fabric essential for holistic national development. The relationship is reciprocal; while policy directs education towards national goals, the outcomes of the education system in turn influence the trajectory of national development.

Based on the above source, attempt the following five questions.

276. According to the passage, what is the primary role of educational policy in the context of national development?
(A) To serve as a strategic framework for achieving national goals through education
(B) To function independently of a nation's socio-economic goals
(C) To focus exclusively on the economic growth of a nation
(D) To preserve the education system from political influence

277. The passage identifies all of the following as determinants of educational policy EXCEPT:
(A) Political ideology
(B) Economic conditions
(C) Social demands
(D) Institutional autonomy

278. The relationship between educational policy and national development is described as reciprocal because:
(A) educational policy is solely determined by national development goals.
(B) policy directs education, and educational outcomes in turn influence national development.
(C) national development has no impact on the educational system.
(D) policy and development are two completely separate and unrelated domains.

279. The passage provides an example of a policy designed to foster social equity. This example is:
(A) a policy emphasizing science and technology education.
(B) a policy focused on cultural preservation.
(C) a policy promoting universal elementary education.
(D) a policy aimed at achieving political stability.

280. It can be inferred from the passage that a nation's educational policy is:
(A) a static document that remains unchanged for decades.
(B) primarily concerned with the internal administration of schools.
(C) formulated without considering the existing social fabric.
(D) a reflection of the nation's broader priorities and values.

Direction : Please read the following source carefully.

Within the field of economics of education, Cost-Benefit Analysis (CBA) and Cost-Effective Analysis (CEA) are two critical tools used for evaluating educational projects and policies, though they serve distinct purposes. Cost-Benefit Analysis is a comprehensive evaluation method that compares the total monetary costs of an educational program with its total monetary benefits. The benefits in CBA are often quantified in terms of increased lifetime earnings or higher tax revenues. A program is considered economically viable if its total benefits exceed its total costs. This approach is useful for making large-scale investment decisions, such as whether to fund a higher education expansion project. In contrast, Cost-Effective Analysis is employed when the desired outcome or objective is already determined and is not easily monetized. CEA compares the costs of different alternative strategies for achieving that specific objective. For example, if the goal is to improve student reading scores by 10%, CEA would be used to determine which intervention—such as smaller class sizes or a new reading program—achieves this goal at the lowest cost. CEA does not question the value of the outcome itself; it simply seeks the most efficient means to achieve it.

Based on the above source, attempt the following five questions.

281. What is the fundamental difference between Cost-Benefit Analysis (CBA) and Cost-Effective Analysis (CEA) as described in the passage?
(A) CBA measures outcomes in monetary terms, while CEA measures efficiency in achieving a pre-determined, non-monetized outcome.

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(B) CEA is used for large-scale investment decisions, while CBA is used for specific classroom interventions.
(C) CBA focuses only on costs, while CEA focuses only on benefits.
(D) CEA questions the value of an educational outcome, while CBA accepts it as given.

282. According to the passage, Cost-Benefit Analysis (CBA) would be the most appropriate tool for:
(A) deciding which of three textbooks is cheapest for teaching algebra.
(B) determining if a national project to expand universities is an economically sound investment.
(C) finding the least expensive way to increase student attendance by 5%.
(D) comparing the teaching styles of two different history teachers.

283. A school board wants to improve graduation rates. They are comparing the costs of three different programs: a tutoring program, a summer school program, and a mentorship program, all aimed at achieving the same target graduation rate. Which analysis tool should they use?
(A) Cost-Benefit Analysis, because the outcome has a clear monetary value.
(B) Cost-Effective Analysis, because the goal is fixed and they are seeking the lowest-cost method.
(C) Both CBA and CEA, as they are interchangeable methods.
(D) Neither CBA nor CEA, as this is an academic decision, not an economic one.

284. A key feature of Cost-Benefit Analysis mentioned in the passage is that it:
(A) requires both costs and benefits to be expressed in monetary terms.
(B) ignores the monetary costs of an educational program.
(C) is only applicable when outcomes are difficult to monetize.
(D) seeks the most efficient means to achieve a goal without questioning its value.

285. The passage implies that Cost-Effective Analysis is used when:
(A) the benefits of a program clearly outweigh its costs.
(B) decision-makers need to assign a monetary value to social outcomes.
(C) the objective of a program is agreed upon, but the best path to achieve it is unclear.
(D) the primary goal is to calculate the return on investment in terms of increased earnings.

Direction : Please read the following source carefully.

The economic returns to higher education are a central theme in the economics of education, with two dominant theories offering contrasting explanations: Human Capital Theory and Signaling Theory. Human Capital Theory posits that education directly increases an individual's productivity by imparting valuable knowledge and skills. From this perspective, individuals invest in education to enhance their 'human capital,' which in turn leads to higher wages. The wage differential between educated and less-educated workers is seen as a direct reflection of this productivity difference. Higher education is thus viewed as an investment that creates tangible skills. On the other hand, Signaling Theory argues that education may not necessarily enhance productivity but instead functions as a 'signal' to employers. In a market with imperfect information, employers use educational credentials (like a university degree) as a proxy to identify individuals with pre-existing desirable traits such as intelligence and discipline. According to this theory, the difficult process of obtaining a degree serves as a credible signal that the individual is a high-ability worker, regardless of the specific content learned. The higher wages are a reward for this signal, not necessarily for the skills acquired.

Based on the above source, attempt the following five questions.

286. According to Human Capital Theory, why do individuals with higher education typically earn higher wages?
(A) Because their degree signals their high innate ability to employers.
(B) Because employers use educational credentials as a simple sorting mechanism.
(C) Because the process of obtaining a degree is difficult and costly.
(D) Because education has increased their

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productivity by imparting valuable skills.

287. Signaling Theory suggests that an educational credential's primary function in the job market is to:
(A) build a worker's tangible skills and competencies.
(B) provide a direct measure of a worker's on-the-job productivity.
(C) serve as a proxy for pre-existing traits that are desirable to employers.
(D) guarantee a wage increase based on the content learned.

288. What is the core point of disagreement between Human Capital Theory and Signaling Theory as presented in the passage?
(A) Whether higher education leads to higher wages.
(B) Whether education creates productivity or merely identifies it.
(C) Whether individuals invest time and money in education.
(D) Whether employers prefer workers with higher education.

289. An employer hires a candidate with a Ph.D. in a field unrelated to the job, believing the credential proves the candidate is intelligent and persistent. This employer's action is best explained by:
(A) Human Capital Theory, as the Ph.D. provides specific job skills.
(B) both theories equally, as they are not mutually exclusive.
(C) neither theory, as the hiring decision is irrational.
(D) Signaling Theory, as the credential is used as a proxy for desirable traits.

290. The passage implies that from the perspective of Signaling Theory, the value of a degree comes from:
(A) the difficulty and cost required to obtain it, making it a credible marker.
(B) the specific knowledge and curriculum content it represents.
(C) its ability to increase a person's actual productivity.
(D) its role in promoting social equality and mobility.

Direction : Please read the following source carefully.

Educational finance is a critical domain that deals with the sourcing, allocation, and utilization of monetary resources to support educational activities. It can be analyzed at two distinct levels: macro and micro. Macro-level educational finance is concerned with the broader financial landscape of the entire education system of a country or state. It examines issues such as the total public expenditure on education as a percentage of GDP, the sources of educational funding (e.g., government taxation, foreign aid), and the allocation of funds across different levels of education. Policy decisions at the macro level determine the overall financial health and priorities of the national education sector. In contrast, micro-level educational finance focuses on the financial management of individual educational institutions, such as a single school or university. This level deals with the day-to-day financial operations, including revenue generation from fees and grants, and expenditure on salaries and infrastructure. A core concept at this level is budgeting, which is the process of creating a financial plan for a specific period. A budget serves as a tool for planning, control, and evaluation, translating an institution's educational goals into financial terms and ensuring that resources are used efficiently.

Based on a reading of the above source, attempt the following questions.

291. Which of the following issues falls under the purview of macro-level educational finance?
(A) A school's annual budget for library books
(B) A university's revenue from student tuition fees
(C) The percentage of a nation's GDP allocated to education
(D) The monthly salary expenditure of a single primary school

292. Micro-level educational finance is primarily concerned with:
(A) the financial management of individual institutions.
(B) the sources of funding for the entire national education system.
(C) the allocation of funds between primary and higher education.

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(D) the impact of foreign aid on national educational policy.

293. According to the passage, what is the primary function of a budget in an educational institution?
(A) To secure foreign aid for the national education sector
(B) To analyze the total public expenditure on education
(C) To determine the allocation of funds at the state level
(D) To serve as a financial plan for planning, control, and evaluation

294. The passage suggests that a key difference between macro and micro levels of educational finance is the:
(A) source of funding, with macro being public and micro being private.
(B) scale of analysis, with macro focusing on the system and micro on the institution.
(C) use of budgeting, which is only relevant at the macro level.
(D) type of currency used for financial calculations.

295. A university's finance office preparing a detailed financial plan for the upcoming academic year, outlining expected income from fees and planned spending on salaries and maintenance, is engaging in an activity best described as:
(A) macro-level policy making.
(B) a national GDP analysis.
(C) institutional budgeting.
(D) sourcing foreign aid.

Direction : Please read the following source carefully.

The intricate relationship between politics and education can be understood through various theoretical lenses. Three prominent perspectives on the politics of education are the Liberal, Conservative, and Critical viewpoints. The Liberal perspective views education as a means to promote equality of opportunity, social mobility, and democratic citizenship. It advocates for state intervention to ensure universal access. The Conservative perspective, in contrast, often emphasizes education's role in preserving cultural heritage, maintaining social order, and promoting traditional values. It may favour market-based mechanisms like school choice. The Critical perspective, rooted in conflict theories, argues that the education system is an instrument of power that reproduces social inequalities and serves the interests of the dominant class. To analyze these political dynamics, different approaches are used. Behaviouralism focuses on the observable actions of individuals. The Theory of Systems Analysis views the education system as processing inputs (demands, resources) from its political environment to produce outputs (policies). Finally, the Theory of Rational Choice assumes that political actors make decisions by rationally calculating which action will maximize their self-interest.

Based on the above source, attempt the following five questions.

296. Which perspective on the politics of education argues that the school system perpetuates social inequalities to benefit the dominant class?
(A) The Liberal perspective
(B) The Conservative perspective
(C) The Behaviouralist perspective
(D) The Critical perspective

297. A policy proposal that promotes a voucher system to allow parents to choose between public and private schools would most align with which political perspective?
(A) Conservative
(B) Liberal
(C) Critical
(D) Systems Analysis

298. The approach to understanding politics that views the education system as a mechanism that transforms demands and resources into policies and graduates is known as:
(A) Theory of Rational Choice.
(B) Theory of Systems Analysis.
(C) Behaviouralism.
(D) Critical Theory.

299. A political analyst studying how a school board member's voting record on budget issues is influenced by the desire to be re-elected is applying which approach?
(A) The Conservative perspective
(B) Theory of Rational Choice

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(C) The Liberal perspective
(D) Theory of Systems Analysis

300. According to the passage, the Liberal perspective on education strongly advocates for:
(A) state intervention to ensure equality of opportunity and universal access.
(B) market-based mechanisms and school choice.
(C) the preservation of traditional values and social order.
(D) viewing the curriculum as a site of political struggle for dominance.

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ANSWERS

1. (B) The existing socio-economic and political context
Educational policies do not exist in a vacuum. They are significantly shaped by the prevailing societal conditions, including economic stability, social structures, and the political climate of the nation. These factors determine priorities, resource allocation, and the overall direction of the education system. Understanding this context is essential for policymakers to create relevant and effective strategies that address the specific needs and aspirations of the population.

2. (A) Mudaliar Commission
The Secondary Education Commission was established by the Government of India in 1952 under the chairmanship of Dr. A. Lakshmanaswami Mudaliar. Its primary objective was to examine the prevailing system of secondary education and suggest measures for its improvement and reorganization. The commission's recommendations focused on diversifying the curriculum, improving the quality of teaching, and establishing multipurpose schools to cater to diverse student needs and vocational interests.

3. (C) increases an individual's productivity and thus their earnings.
Human Capital Theory views education as a deliberate investment in individuals to enhance their skills, knowledge, and capabilities. By acquiring these competencies, workers become more efficient and productive in their roles. This increased productivity is rewarded in the labor market through higher wages and better career opportunities. From this economic perspective, education serves as a critical driver for both personal income growth and the overall economic development of a nation.

4. (A) Both Statement I and Statement II are true.
The politics of education encompasses various ideological viewpoints that influence schooling goals. The conservative perspective prioritizes the preservation of traditional values and existing social hierarchies, ensuring cultural continuity through the education system. Conversely, the liberal perspective emphasizes education as a mechanism for social mobility, promoting equal opportunities for individuals to succeed based on merit. Both frameworks provide distinct lenses through which the purpose and function of educational institutions are understood.

5. (A) II, IV, I, III
Organizing historical documents requires precise dating. The Kothari Education Commission report was submitted in 1966. The National Curriculum Framework was released in 2005. The Yashpal Committee report, specifically regarding higher education reforms, was submitted in 2009. Finally, the Justice Verma Committee report on teacher education was released in 2012. This sequence reflects the evolution of educational thought and policy focus in India from post-independence comprehensive reforms to specialized contemporary quality improvements.

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6. (B) Political Socialization
Political socialization is the lifelong process through which individuals acquire political beliefs, values, and attitudes. Educational institutions serve as major agents in this process by formally and informally transmitting societal norms to the younger generation. Through the curriculum, school rituals, and classroom interactions, students learn about their political system and their expected roles as citizens. This ensures the continuity and stability of the political culture as values are passed from one generation to next.

7. (A) I, II, and IV only
The Kothari Education Commission was a landmark in Indian education history. It proposed a comprehensive national system of education, emphasizing a common school system to promote social integration. It famously recommended the 10+2+3 structural pattern and highlighted the necessity of improving teacher education through better training and professional status. While it covered all stages, it was not exclusive to secondary education, unlike the earlier Mudaliar

Commission, focusing instead on national development.

8. (A) The monetary returns of an educational investment compared to its costs.
Cost-Benefit Analysis is an economic tool used to evaluate the feasibility of educational investments by quantifying all impacts in monetary terms. It compares the total expenditure involved in a program with the expected financial returns, such as increased lifetime earnings for individuals or higher tax revenues for the state. This method allows policymakers to determine the economic efficiency of different projects and decide which investments provide the greatest net financial gain to society.

9. (A) P-3, Q-4, R-1, S-2
Political theories offer different frameworks for analysis. Behaviouralism focuses on observable actions of individuals. Systems analysis treats politics as a complex network of inputs and outputs. Rational choice theory assumes actors make decisions to maximize their self-interest. The critical perspective examines power dynamics and social reproduction. These approaches help explain how educational policies are formed and whose interests they serve. Each theory provides a unique methodology for researching the intricate relationship between political systems and educational practices.

10. (A) Janardhana Reddy Committee
The National Policy on Education 1986 underwent a comprehensive review to address emerging challenges and implementation gaps. In 1990, the Ramamurti Committee was initially tasked with this review, followed by the Janardhana Reddy Committee in 1992. The recommendations from these reviews led to the formulation of the Revised Policy Statement and the Program of Action 1992. These adjustments aimed to strengthen equity, accessibility, and quality across various levels of the Indian education system during that period.

11. (D) To act as a filter, signaling pre-existing abilities to employers.
Signaling Theory suggests that the primary value of higher education credentials is the information they provide to employers. Degrees act as a filter, indicating that an individual possesses innate qualities such as intelligence, perseverance, and discipline. According to this perspective, completing a rigorous program signals that a candidate was already capable and productive before entering university, thereby reducing recruitment risks for prospective employers. This contrasts with theories focusing solely on skill acquisition.

12. (B) The development of various potential solutions to a policy problem.
The generation of policy options is a creative and analytical stage where multiple potential solutions are drafted to address identified problems. Policymakers brainstorm various strategies, considering different approaches, resource requirements, and theoretical frameworks. This stage ensures that the final decision-makers have a range of choices rather than being restricted to a single path. By developing diverse alternatives, the process allows for a more comprehensive evaluation of how to best achieve the desired educational objectives.

13. (A) Both A and R are true and R is the correct explanation of A.
The liberal perspective advocates for a common curriculum based on the principle of equal opportunity. By providing all students with access to the same foundational knowledge and essential skills, schools aim to level the playing field. This approach ensures that a child's social or economic background does not determine their academic potential or future career path. Therefore, a standardized curriculum is seen as a vital tool for promoting meritocracy and fostering individual social mobility.

14. (D) 2009
The National Council for Teacher Education released the National Curriculum Framework for Teacher Education in 2009. This document was formulated to bring about a significant shift in the preparation of teachers, aligning it with the vision of the National Curriculum Framework 2005. It emphasized the need for teachers to become reflective practitioners and focused on a process-based approach to learning. The framework aimed to enhance the professional quality and social sensitivity of educators across the country.

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15. (A) CBA uses monetary outcome measures, while CEA uses non-monetary units.
The fundamental distinction between these two analytical methods lies in how outcomes are measured. Cost-Benefit Analysis requires that both costs and benefits be expressed in monetary terms, facilitating direct financial comparisons. Conversely, Cost-Effectiveness Analysis measures outcomes in physical or non-monetary units, such as test score improvements or graduation rates. CEA is particularly useful when educational goals are difficult to value in money but need to be achieved using the most efficient allocation of available resources.

16. (B) A sub-system receiving inputs from and providing outputs to the political environment.
Systems Analysis views the educational system as an integral component of the broader political and social environment. It functions as a sub-system that processes various inputs, such as public demands and financial support, through administrative and legislative channels. These inputs are converted into outputs, which take the form of educational policies, laws, and graduates. This model emphasizes the interdependence between schools and the state, highlighting how feedback from society constantly influences future policy decisions.

17. (A) I, II, and IV only
The Kothari Education Commission provided a comprehensive vision for Indian education. It advocated for a common school system to bridge social gaps and recommended the 10+2+3 structure to standardize education nationwide. Significant attention was also given to professionalizing teacher education by upgrading training programs and integrating them into the university system. Although it addressed secondary education, it was not its exclusive focus, as the commission aimed at reforming the entire educational landscape to foster development.

18. (A) Identifying the problem, its magnitude, and causes.
Analyzing the existing situation is the foundational step in any policy formulation process. It involves a rigorous assessment of current data to pinpoint specific educational gaps and challenges. By understanding the root causes and the scale of these problems, policymakers can establish a clear rationale for intervention. This evidence-based approach prevents the creation of misaligned policies and provides a baseline against which the eventual success or impact of the new policy can be measured accurately.

19. (C) Theory of Rational Choice
Rational Choice Theory posits that individuals make decisions by weighing the expected costs and benefits of various actions to maximize their personal utility. In education, this means students choose to pursue higher degrees based on calculated expectations of future income gains and career stability. The theory assumes that actors are logical and self-interested, selecting the path that provides the greatest long-term advantage. This perspective helps explain enrollment patterns and the demand for specific types of vocational training.

20. (D) The national government's total education allocation.
Macro-level educational finance focuses on large-scale economic aspects and national-level planning. It involves the analysis of total public expenditure, the percentage of the Gross Domestic Product dedicated to schooling, and the overall distribution of funds across different educational sectors by the central or state governments. This level of analysis is crucial for understanding national priorities and the long-term sustainability of the education system. It contrasts with micro-level finance, which deals with individual institutions or household spending.

21. (C) Teacher education.
The Justice Verma Committee was constituted by the Supreme Court of India to review and suggest reforms in the teacher education sector. Its 2012 report highlighted serious concerns regarding the quality and regulation of teacher training institutions. The committee recommended increasing the duration of programs, enhancing clinical practice, and strengthening the regulatory oversight of the National Council for Teacher Education. These proposals aimed to ensure that only well-prepared and competent individuals enter the teaching profession to improve learning.

22. (C) Statement I is true, but Statement II is false.

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Policy impact assessment is a critical phase where the actual results of a policy are compared against its intended goals after implementation. However, the idea that policymaking is a one-time event is incorrect. The concept of subsequent policy cycles highlights that it is an iterative and continuous process. Evaluation findings often lead to modifications, terminations, or the creation of new policies. This cyclical nature ensures that the education system can adapt to changing societal needs and technological advancements.

23. (D) Reproduce the existing social and economic inequalities.
The critical perspective on the politics of education argues that schools are not neutral institutions. Instead, they often serve to maintain the status quo by reproducing the class structures and power dynamics found in the wider society. This viewpoint examines how the curriculum, grading systems, and school funding patterns can disadvantage marginalized groups while privileging the dominant classes. By unmasking these hidden inequalities, critical theorists seek to transform education into a tool for genuine social justice and liberation.

24. (A) Justice Verma Committee (2012)
Following concerns about the commercialization and declining standards of teacher training, the Justice Verma Committee was established to provide a roadmap for reform. Its recommendations were pivotal in restructuring teacher education in India, including the proposal for a mandatory two-year duration for B.Ed. and M.Ed. programs. The committee emphasized the need for academic rigor and institutional accountability. These reforms were designed to improve the quality of classroom instruction by ensuring better preparation and professional development for teachers.

25. (A) I, II, and III only
Policy formulation is a structured process involving several interconnected stages. Evaluating options requires assessing their feasibility, while making the decision involves selecting the most appropriate course of action. Planning implementation ensures that the chosen policy is put into practice effectively. Contrary to the idea of a definitive end, the process is cyclical and iterative. Impact assessment is conducted after implementation to evaluate results, which then informs future cycles. This systematic approach ensures that educational policies remain relevant and effective.

26. (A) Drafting a plan of expected income and expenditure.
Budgeting is a fundamental financial activity that involves creating a detailed plan of anticipated revenues and expenditures for a specific period. In the context of education, it serves as a roadmap for allocating resources to various departments, programs, and infrastructure needs. An effective budget ensures that financial goals are aligned with educational objectives and provides a mechanism for monitoring and controlling spending. This process is essential for maintaining the financial health and operational efficiency of any educational institution.

27. (D) The observable behavior and actions of individuals in political contexts.
Behaviouralism shifted the focus of political science from formal legal structures to the actual actions and attitudes of individuals. In the politics of education, this approach analyzes how stakeholders like teachers, administrators, and policymakers behave within the political system. By using empirical methods and quantification, researchers can study voting patterns, lobbying efforts, and decision-making processes. This provides a more realistic understanding of how political power is exercised and how individual agency influences the outcomes of educational policy.

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28. (B) 1999
The National Commission on Teachers was established in 1999 to look into the professional status, working conditions, and social security of teachers in India. It aimed to provide recommendations for improving the quality of teacher education and enhancing the dignity of the profession. The commission recognized that the success of any educational reform depends largely on the motivation and competence of teachers. Its findings contributed to the ongoing dialogue about teacher welfare and the need for continuous professional support.

29. (A) Both A and R are true and R is the correct explanation of A.
The connection between educational policy and national development is vital because education serves as a primary driver of progress. By developing a skilled and knowledgeable workforce, education fosters economic growth and innovation. Furthermore, it promotes social cohesion by transmitting shared values and encouraging civic participation. Scientific and technological advancements are also rooted in a robust education system. Therefore, strategic policy planning is essential for aligning educational outcomes with the long-term social, economic, and political goals of the nation.

30. (D) Cost-Effectiveness Analysis
Cost-Effectiveness Analysis is the most suitable tool for comparing programs when outcomes are measured in non-monetary units, such as test scores. By calculating the cost per unit of improvement, decision-makers can identify which intervention provides the highest efficiency. In this scenario, CEA would determine which reading program offers more score points for every dollar spent. This allows for a rational comparison between options that have different costs and different levels of impact on student learning outcomes.

31. (A) Learning Without Burden
The Yashpal Committee report, titled 'Learning Without Burden', was submitted in 1993 and remains a seminal document in Indian education. It addressed the growing problem of academic pressure on school children, famously symbolized by the heavy physical weight of school bags. The report argued that the burden was primarily due to a fragmented curriculum and rote-based examinations. It recommended shift towards meaningful learning and joyful experiences, significantly influencing the subsequent formulation of the National Curriculum Framework in 2005.

32. (B) Transmit traditional values and cultural heritage.
The conservative perspective on the politics of education emphasizes the role of schools in preserving social stability and cultural continuity. According to this view, the primary function of education is to transmit established knowledge, traditions, and moral values from one generation to the next. This ensures that the cultural identity of the society is maintained and that students develop a respect for existing institutions. The focus is on a structured curriculum that prioritizes core academic subjects and social order.

33. (B) P-3, Q-1, R-4, S-2
Historical accuracy is essential for understanding policy evolution. The Secondary Education Commission was established in 1953. The National Curriculum Framework was released in 2005 to guide school education. The National Knowledge Commission, chaired by Sam Pitroda, was formed in 2007 to recommend reforms for a knowledge-based economy. Finally, the Justice Verma Committee report on teacher education was submitted in 2012. This timeline reflects the changing priorities and the increasing focus on quality and specialized reforms in the Indian education sector.

34. (A) National Commission on Teachers - 2007
The National Commission on Teachers was actually established in 1999, making the 2007 pairing incorrect. In contrast, the National Policy of Education was formulated in 1986, the Kothari Commission worked from 1964 to 1966, and the Yashpal Committee report on higher education was submitted in 2009. Correctly identifying these dates is crucial for understanding the chronological development of educational reforms in India. Each of these documents represents a significant milestone in shaping the country's educational landscape and institutional framework.

35. (C) Continuous and iterative
Policymaking is not a linear event with a single conclusion but a continuous and iterative cycle. The stage of subsequent policy cycles acknowledges that evaluation and impact assessment often reveal the need for modifications or entirely new approaches. As societal needs evolve and new data becomes available, existing policies are reviewed, updated, or replaced. This ongoing process ensures that the education system remains responsive to current challenges and continues to improve through a systematic method of feedback and adaptation.

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36. (D) The increase in income or societal output attributable to education.
Economic returns to education refer to the financial gains realized by individuals or society as a result of investments in schooling. At the individual level, this is typically seen as higher lifetime earnings compared to those with less education. At the societal level, it includes increased national productivity, higher tax revenues, and technological innovation. These returns are a key focus of the economics of education, providing a rationale for both private and public spending on human capital development.

37. (B) I, II, and III only
Educational policies are determined by a complex interplay of political, economic, and social factors. Political ideologies shape the goals and priorities of the system, while economic conditions dictate the availability of resources for implementation. Furthermore, prevailing cultural values and social norms influence the curriculum and the expected outcomes of schooling. While stakeholder opinions are vital, the private views of non-stakeholders generally do not function as key determinants. Successful policy must align with these major contextual drivers.

38. (B) Mr. Sam Pitroda
The National Knowledge Commission was constituted in 2005 and submitted its reports through 2009 under the chairmanship of Mr. Sam Pitroda. The commission was established to provide a roadmap for transforming India into a knowledge-based society. It made extensive recommendations across five key areas: access to knowledge, knowledge concepts, knowledge creation, knowledge application, and delivery of services. These suggestions aimed to reform higher education, promote research and development, and enhance India's global competitiveness in the twenty-first century.

39. (D) Make decisions that maximize their perceived self-interest or benefit.
Rational Choice Theory assumes that all actors in the educational process behave as utility-maximizers. This means that parents, teachers, and policymakers make decisions based on a logical assessment of which path provides them with the most benefit or least cost. For example, a student might choose a university major based on expected future earnings. This perspective provides a framework for understanding and predicting behavior in education markets and during the negotiation phases of policy formulation.

40. (A) The total international aid received for education.
Macro-level educational finance is concerned with large-scale financial flows and national-level planning. International aid for education represents a macro-level input as it affects the overall national budget and large-scale program implementation. This level of analysis also includes the total government expenditure on education and the proportion of the national income allocated to schooling. It focuses on the broad economic trends and the aggregate resources available to the entire system, rather than the internal management of specific institutions.

41. (A) III, II, I, IV
The policy formulation process follows a logical sequence to ensure effectiveness. It begins with an analysis of the existing situation to identify the core problem. This is followed by the generation of various policy options that could potentially solve the issue. Once options are evaluated, the authoritative step of making the policy decision occurs. Finally, detailed planning of policy implementation is conducted to translate the chosen decision into action. This structured approach ensures that policies are evidence-based and executable.

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42. (A) Critical
The critical perspective on education politics examines how institutional practices can perpetuate social inequities. Proponents of this view argue that standardized testing often favors students from privileged backgrounds while disadvantaging those from marginalized communities. They see such assessments not as neutral measures of ability, but as mechanisms that legitimize class differences and restrict social mobility. This perspective seeks to uncover and challenge the hidden power dynamics within the education system to promote genuine social justice and systemic change.

43. (D) Kothari Education Commission (1964-66)
The Kothari Education Commission was the first to emphasize the concept of education as a productive investment rather than just social expenditure. It strongly articulated the link between education and national development, arguing that a robust education system is essential for economic growth and social transformation. The commission's report provided a comprehensive framework for the national system of education, including the recommendation that 6% of the national income should be spent on education to ensure progress.

44. (A) Both Statement I and Statement II are true.
Human Capital Theory and Signaling Theory offer different explanations for why education leads to higher earnings. Human Capital Theory argues that education directly increases an individual's productivity by building essential skills and knowledge. In contrast, Signaling Theory suggests that education serves primarily as a credential that informs employers about an individual's pre-existing innate abilities, such as intelligence and discipline. While they differ on how education adds value, both theories are fundamental to understanding the economic outcomes of schooling and labor markets.

45. (C) Constructivism and connecting knowledge to life outside the school.
The National Curriculum Framework 2005 advocated for a major shift toward constructivist pedagogy, where learners actively build their own knowledge. It emphasized the importance of connecting school learning to the students' lives outside the classroom to make education more meaningful and relevant. The framework rejected rote memorization and rigid, teacher-centric methods. Instead, it promoted child-centered classrooms, flexibility in examinations, and a curriculum that fosters critical thinking and creativity, aiming to provide a more holistic and engaging educational experience.

46. (D) Did the policy achieve its intended goals?
Policy impact assessment is an essential final stage in the policy cycle that evaluates the actual results of an intervention. It seeks to determine whether the implemented policy succeeded in meeting its original objectives and what unintended consequences may have occurred. By measuring outcomes against initial goals, this assessment provides vital evidence for future decision-making. The findings help determine whether a policy should be continued, modified, or terminated, thus serving as the critical input for subsequent policy cycles.

47. (A) Both A and R are true and R is the correct explanation of A.
Cost-Effectiveness Analysis is particularly valuable in education because many vital outcomes, like critical thinking or civic values, are difficult to assign a precise monetary value. Instead of converting benefits into money, CEA compares different programs based on the cost required to achieve a specific non-monetary goal. For instance, it can determine which teaching method produces the highest gain in student proficiency for every dollar spent. This makes it a practical tool for improving institutional efficiency and educational quality.

48. (B) Political socialization
Political socialization is the mechanism through which individuals acquire political cognitions, attitudes, and behaviors that allow them to function within their political system. This process occurs through various agents, with schools playing a central role in transmitting societal values and norms. Through the formal curriculum and informal social interactions, young people learn about authority, citizenship, and the principles of their government. This ensures the continuity of the political culture and prepares individuals for their future roles as active participants.

49. (B) Support for preserving traditional social hierarchies
The liberal perspective on education is defined by its commitment to individual liberty, social mobility, and equality of opportunity. It emphasizes meritocracy, where an individual's success is determined by their talent and effort rather than their inherited social status. Unlike the conservative perspective, which may focus on maintaining traditional hierarchies, the liberal view sees education as a transformative tool that empowers individuals to improve their lives. This perspective advocates for policies that remove barriers to access and promote inclusive excellence.

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50. (A) Abolishing all in-service teacher training programs.
The Kothari Commission recognized teacher education as a crucial factor in improving the quality of national education. Far from suggesting the abolition of in-service training, the commission strongly emphasized the need for continuous professional development throughout a teacher's career. It recommended integrating teacher education with the university system to end its isolation and proposed upgrading training programs to enhance academic rigor. These recommendations aimed to create a professionalized teaching force capable of meeting the developmental goals of the country.

51. (B) IV and V only
Understanding the specific focuses of various committees is essential. While the Yashpal Committee report of 1993 was indeed titled 'Learning Without Burden', the Justice Verma Committee in 2012 was specifically concerned with teacher education reforms. The 2009 Yashpal report focused on the renovation and rejuvenation of higher education. The incorrect pairings in the statements involve switching these specific focuses. Correctly identifying the primary objectives of each commission is vital for understanding the history and contemporary landscape of educational policy.

52. (D) Policy is designed to support economic, social, and political objectives.
The linkage between educational policy and national development implies that schooling is a strategic instrument for achieving a country's long-term goals. Policymakers design educational strategies to foster economic growth by building human capital and to promote social progress by transmitting essential values. This relationship means that education is not an isolated field but is intentionally aligned with the broader aspirations of the nation. It highlights how educational outcomes contribute directly to the overall prosperity, stability, and advancement of the society.

53. (C) Theory of Systems Analysis
Systems Analysis provides a comprehensive framework for understanding how political decisions are made within a structured environment. It views the political system as a mechanism that processes inputs, such as public demands and financial support, through a conversion process to produce outputs like laws and policies. The model also includes feedback loops where the results of policies influence future inputs. This approach is particularly useful for studying the complex interactions between the state, educational institutions, and various societal stakeholders.

54. (B) An individual school's financial planning for a fiscal year.
Micro-level educational finance focuses on the financial management of individual institutions or households. At this level, budgeting refers to the detailed process of planning income and expenditure for a single school or college. This involves allocating funds for specific needs like library resources, sports activities, and maintenance. Understanding micro-level finance is essential for ensuring that individual schools have the resources necessary to provide quality education and operate effectively within their specific local and institutional contexts.

55. (A) P-4, Q-1, R-2, S-3
Different economic theories and analytical tools serve distinct purposes in education. Human Capital Theory emphasizes that education builds productivity, while Signaling Theory views it as a certification of innate ability. Cost-Benefit Analysis compares alternatives using monetary units to measure outcomes. In contrast, Cost-Effectiveness Analysis compares programs based on non-monetary units, such as test scores. Together, these frameworks provide a comprehensive toolkit for evaluating the investment value and institutional efficiency of various educational programs and strategies at different levels.

56. (A) Kothari Education Commission (1964-66)
The Kothari Education Commission is widely credited with the recommendation to adopt the 10+2+3 pattern of educational structure across India. This proposed system aimed to standardize the duration and stages of schooling and higher education nationwide, facilitating greater mobility and consistency. By suggesting ten years of general schooling, two years of higher secondary, and three years of undergraduate study, the commission provided a clear roadmap

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for the national system of education, which was later formally adopted by the government.

57. (C) Instill obedience and conformity to dominant ideologies.
From a critical perspective, the hidden curriculum refers to the unstated lessons, values, and norms that students learn in school beyond the formal subject matter. Critical theorists argue that these implicit lessons often serve to maintain existing power structures by teaching students to be obedient and conform to societal expectations. By instilling habits of discipline and respect for authority, schools may inadvertently prepare students for subordinate roles in the workforce, thereby reproducing social inequalities under the guise of neutral academic instruction.

58. (A) Weighing the pros and cons of different potential solutions.
The evaluation of policy options is a critical analytical step in the formulation process. Once several potential solutions have been generated, policymakers must systematically assess each one based on criteria like feasibility, cost, and potential consequences. This stage involves weighing the advantages and disadvantages of each option to determine which is most likely to achieve the desired goals effectively. This rigorous assessment ensures that the final decision is based on a sound understanding of the trade-offs involved in different approaches.

59. (D) National Council for Teacher Education (NCTE)
The National Curriculum Framework for Teacher Education 2009 was developed and released by the National Council for Teacher Education. As a statutory body, the NCTE is responsible for maintaining standards in teacher education across the country. The 2009 framework was designed to modernize the curriculum and pedagogy of teacher preparation programs. It aimed to align teacher education with the child-centered and constructivist principles articulated in the National Curriculum Framework 2005, ensuring that future educators are adequately prepared for contemporary classrooms.

60. (A) IV, III, I, II
Historical milestones in Indian education follow a clear chronological order. The Secondary Education Commission was established in 1953. This was followed by the comprehensive Kothari Education Commission from 1964 to 1966. The landmark National Policy on Education was then formulated in 1986. Finally, the National Knowledge Commission was constituted in 2007 to address the needs of the twenty-first century. This sequence demonstrates the evolution of the Indian education system from post-independence reorganization to contemporary efforts at building a knowledge-based economy.

61. (C) Create an informed, participant citizenry capable of contributing to the political process.
Education for political development is a strategic goal that aims to empower individuals to participate effectively in their democracy. It focuses on developing the knowledge, skills, and dispositions required for active citizenship, such as critical thinking, understanding political systems, and a sense of civic duty. Rather than promoting blind obedience, this approach encourages students to become informed participants who can engage in rational debate and contribute to the decision-making processes of their nation. This is vital for maintaining a healthy and robust democratic society.

62. (A) Both Statement I and Statement II are true.
Educational finance is analyzed at two distinct but interrelated levels. Macro-level finance deals with large-scale economic aspects, such as the total national expenditure on education and its proportion relative to the Gross Domestic Product. Micro-level finance focuses on the internal financial management of specific educational institutions, including budgeting for staff salaries, equipment, and facilities. Both levels are essential for a complete understanding of how resources are raised, allocated, and utilized across the entire education system to achieve national and institutional goals.

63. (A) It focused exclusively on the problems of teacher education.
The Yashpal Committee report of 2009 was primarily concerned with the rejuvenation and renovation of higher education in India. It did not focus exclusively on teacher education, although it addressed teacher preparation within the context of university reforms. The report famously suggested the creation of a National Commission

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for Higher Education and Research to replace multiple regulatory bodies. It also advocated for reducing the fragmentation of knowledge and improving the quality and accessibility of higher education institutions to better serve the needs of a modern knowledge society.

64. (B) Cost-Benefit Analysis
Cost-Benefit Analysis is the most appropriate tool for comparing projects that belong to different sectors, such as education and transportation. By expressing all costs and expected returns in monetary terms, CBA allows for a direct comparison of the net value that each project provides to society. This helps policymakers make rational choices when resources are limited. While CEA is useful for comparing similar educational interventions, CBA provides the broader economic perspective needed for high-level decision-making across diverse areas of public investment.

65. (A) Both A and R are true and R is the correct explanation of A.
Rational Choice Theory provides a powerful framework for understanding the decisions made by actors in the education market. According to this theory, parents act as logical agents who weigh the costs of private schooling against the perceived long-term benefits for their children. If they believe that a private school offers better quality or better outcomes that justify the higher tuition, choosing that option is a rational act to maximize their family's utility. This perspective explains patterns of institutional choice and the demand for educational services.

66. (A) Education influences national development, and national development in turn shapes educational policy.
The reciprocal relationship between educational policy and national development means that they are mutually influential. Education policy acts as a driver for progress by developing human capital and fostering social values. Conversely, the level of national development, including economic growth and political stability, determines the resources available and the priorities set for educational policy. This dynamic interaction ensures that the education system both contributes to and is shaped by the overall evolution of the country. Understanding this feedback loop is crucial for effective long-term planning.

67. (C) It emphasizes the role of education in preserving social order and transmitting cultural heritage.
The conservative perspective on the politics of education views schools as vital institutions for maintaining societal stability. This viewpoint argues that the primary function of the education system is to transmit traditional values, established knowledge, and cultural heritage to the younger generation. By fostering a sense of continuity and respect for social norms, schools help ensure the survival of the culture and the orderly functioning of the state. This perspective typically supports a structured curriculum that prioritizes core academic disciplines and traditional authority.

68. (D) The introduction of the Right to Education Act.
The National Policy on Education 1986 was a landmark document that introduced several major initiatives, including Navodaya Vidyalayas and 'Operation Blackboard'. It also emphasized the creation of a national system of education with a common core curriculum. However, the Right to Education Act was not introduced in 1986; it was enacted much later, in 2009, following a constitutional amendment. While the NPE 1986 laid the groundwork for universal access, the formal legal right to free and compulsory education for children was established in a different legislative era.

69. (D) I, II, III, and IV
The economics of education utilizes various theories and tools to analyze the value of schooling. Human Capital Theory views education as an investment in skills, while Signaling Theory sees credentials as proxies for innate ability. Analytical tools like Cost-Benefit Analysis measure outcomes in monetary terms, whereas Cost-Effectiveness Analysis is preferred for non-monetary outcomes. Together, these frameworks provide a comprehensive understanding of how education contributes to individual earnings and national economic growth, helping policymakers and individuals make informed decisions about resource allocation and educational investments.

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70. (B) Policy evaluation may lead to the termination, continuation, or modification of the policy, starting a new cycle.
The stage of subsequent policy cycles acknowledges that policymaking is a continuous and dynamic process. Once a policy is implemented and its impact is evaluated, the findings determine the next steps. A policy may be found effective and continued, or it may require modifications to address newly discovered issues. In some cases, a policy may be terminated if it fails to meet its goals. This systematic evaluation ensures that the education system remains flexible and responsive, constantly evolving through a cycle of planning, action, and review.

71. (D) The actions and attitudes of individuals involved in politics.
Behaviouralism transformed political science by shifting focus away from formal institutions toward the actual behavior of political actors. In the context of education, this approach investigates how individuals like policymakers, teachers, and voters interact within the system. By emphasizing empirical observation and data collection, researchers can analyze the attitudes and motivations that drive decision-making. This provides a more realistic and detailed understanding of how political processes function in practice and how individual agency shapes the development and implementation of educational policies.

72. (A) Justice Verma Committee Report (2012)
The Justice Verma Committee was established to recommend comprehensive reforms in the teacher education sector following concerns about declining standards and institutional regulation. Its report strongly advocated for revamping teacher preparation, including increasing the duration of B.Ed. and M.Ed. programs to ensure greater academic rigor and clinical intensity. The committee's suggestions aimed to professionalize teaching by improving the quality of training and strengthening the regulatory oversight of institutions. These reforms were intended to ensure that the education system produces highly competent and socially sensitive teachers.

73. (C) Promoting individual growth, liberty, and equality of opportunity.
The liberal perspective on the politics of education is rooted in the belief that schooling should empower individuals to reach their full potential. It emphasizes meritocracy and advocates for equal educational opportunities for all students, regardless of their social or economic background. By fostering individual growth, critical thinking, and liberty, education is seen as a primary mechanism for social mobility and personal empowerment. This perspective supports policies that remove barriers to access and promote inclusive excellence, viewing education as a vital tool for creating a more just and open society.

74. (A) Dr. A. Lakshmanaswami Mudaliar
The Secondary Education Commission, established in 1952, is also known as the Mudaliar Commission, named after its chairperson, Dr. A. Lakshmanaswami Mudaliar. The commission was tasked with examining the prevailing system of secondary education in India and recommending improvements. Its seminal report focused on diversifying the curriculum, improving the quality of teaching, and establishing multipurpose schools to cater to the diverse interests and vocational needs of students. The Mudaliar Commission's work was a foundational step in reorganizing and strengthening secondary education in post-independence India.

75. (B) P-3, Q-1, R-2, S-4
Different political perspectives offer unique views on the role of education. The liberal view focuses on fostering individual opportunity and social mobility. The conservative perspective emphasizes the preservation of cultural heritage and social stability. The critical perspective aims to challenge power structures and promote social justice. Finally, the behaviouralist approach focuses on analyzing the observable political behavior of educational actors. Together, these frameworks provide a comprehensive understanding of the diverse ideologies and motivations that shape educational policies and practices in any given society.

76. (A) Both Statement I and Statement II are true.
The 1992 revision of the National Policy on Education 1986 was formally presented as a 'Programme of Action' to facilitate its effective

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implementation. Both the original 1986 policy and its 1992 revision maintained a strong commitment to promoting equity and addressing disparities in education. They emphasized reaching marginalized groups and ensuring inclusive access across the country. These documents together provided a comprehensive roadmap for educational reform in India, focusing on improving quality, accessibility, and the professional development of teachers during that transformative period.

77. (C) Cost-Benefit Analysis
This specific calculation is a classic example of Cost-Benefit Analysis applied to education. By quantifying both the direct and indirect costs, such as foregone wages, and comparing them with the expected increase in lifetime earnings, the analysis determines the net financial return on the educational investment. This allows economists to assess whether a particular degree or program is economically viable for the individual or society. CBA provides a clear, monetary-based framework for evaluating the efficiency of resource allocation in the education sector.

78. (D) The overall status and professional development of teachers.
The National Commission on Teachers, established in 1999, focused on the professional development and social status of educators in India. It recognized that the quality of education is directly linked to the competence and motivation of teachers. The commission made recommendations concerning teacher welfare, working conditions, and professional growth opportunities. By addressing these aspects, it aimed to enhance the dignity of the teaching profession and ensure that teachers are well-supported in their roles. This focus reflects the understanding that teachers are the primary agents of educational reform and student success.

79. (A) I, II, III, and IV only
Various political perspectives and theories provide insights into the complex relationship between education and politics. Liberal, conservative, and critical viewpoints offer different interpretations of the social purpose of schools. Rational Choice Theory explains the motivations of individual actors within the system. However, the Theory of Systems Analysis does not see the education system as isolated; instead, it emphasizes the continuous exchange of inputs and outputs between the system and its political environment. Correctly identifying these theoretical foundations is essential for understanding how educational policies are developed and interpreted.

80. (B) Generation of policy options → Evaluation of policy options → Making the policy decision
After a thorough analysis of the existing situation, the policy formulation process moves through several logical stages. First, policymakers generate multiple options as potential solutions to the identified problem. These options are then systematically evaluated based on criteria like feasibility, cost, and likely impact. Once the evaluation is complete, an authoritative decision-making body chooses the most suitable course of action. This sequence ensures that the final policy is chosen from a range of alternatives and is backed by a sound assessment of its potential effectiveness.

81. (B) Public demands for curriculum change
In the Theory of Systems Analysis, inputs represent the demands and support that flow from the environment into the political system. Public demands for curriculum change are a clear example of an input, as they represent the societal needs and expectations that pressure the system to act. These inputs are then processed through the legislative and administrative channels to produce outputs like new laws or policies. Understanding the nature of inputs is vital for analyzing how the political system responds to the evolving needs and values of the citizenry.

82. (A) Reforming higher education and promoting a knowledge-based society.
The National Knowledge Commission, established in 2007, focused on recommending reforms to transform India into a global knowledge leader. Its primary thrust was on the expansion and improvement of the higher education sector and the promotion of a knowledge-based economy. The commission made extensive suggestions regarding access to knowledge, knowledge creation, and application across various sectors. These recommendations aimed to enhance

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India's global competitiveness in the twenty-first century by fostering innovation, research, and high-quality education at all levels, particularly in universities and research institutions.

83. (A) Both A and R are true and R is the correct explanation of A.
Human Capital Theory provides a strong economic rationale for government investment in education. The theory posits that education enhances the skills and productivity of the workforce, which in turn leads to faster economic growth and development for the nation. By investing in schooling, the government creates a more capable labor force that can innovate and compete effectively in the global market. Therefore, public spending on education is seen not as social expenditure but as a productive investment that yields long-term benefits for the entire society.

84. (D) Politics of Education
The politics of education is the field of study concerned with how authoritative decisions about schooling are made within a society. It examines the processes through which laws are passed, budgets are set, and curriculum priorities are established by the political system. This involves analyzing the power dynamics, ideologies, and stakeholder interests that influence educational policy-making. By focusing on 'who gets what, when, and how' in the educational sphere, this field provides critical insights into the relationship between the state, educational institutions, and the broader society.

85. (C) Proposing the abolition of teacher training institutions.
The Kothari Education Commission made significant recommendations to strengthen and professionalize teacher education, rather than suggesting its abolition. It advocated for the integration of teacher education with the university system to end its academic isolation and suggested the establishment of State Boards of Teacher Education. The commission also emphasized the need for high-quality in-service training for teachers and proposed measures to improve the status and service conditions of the profession. These recommendations were intended to ensure a continuous supply of well-prepared and motivated teachers for the national education system.

86. (B) Political development is a conscious policy goal, while socialization can be an unconscious process.
While related, these two concepts have a key distinction. Political socialization is the lifelong process, often occurring unconsciously, through which individuals acquire their political values and beliefs from various agents like family and media. In contrast, political development through education is often a deliberate policy goal aimed at fostering specific cognitive skills and attitudes required for effective democratic participation. While socialization happens naturally, political development represents a conscious effort by the state to prepare a citizenry capable of contributing to the political process in a rational and informed manner.

87. (B) I, II, and IV only
Understanding educational policy requires recognizing its multi-faceted nature. Determinants such as economic conditions and political ideologies significantly shape policy directions. The process is famously cyclical rather than linear, as evaluation constantly leads to new stages of planning and adjustment. The generation of policy options is a creative phase that involves developing various possible solutions to address identified problems. However, policy impact assessment is not an 'unchangeable' judgment; it is a critical step that provides feedback for the continuous refinement and improvement of policies in subsequent cycles.

88. (A) How financial resources for education are raised, allocated, and utilized.
Educational finance is the field of study and practice concerned with the economic aspects of schooling. It examines the various mechanisms through which financial resources are generated, such as through taxes, fees, and aid. It also analyzes how these funds are allocated among different sectors and institutions and how they are utilized to achieve educational objectives. Effective financial management is crucial for ensuring the equity, efficiency, and sustainability of the education system, allowing it to meet the needs of all learners and the goals of national development.

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89. (C) Reforming higher education and reducing the burden of fragmentation and commercialization. The Yashpal Committee report of 2009, while sharing its title with the 1993 report, focused on the renovation and rejuvenation of higher education in India. It addressed the problems of academic fragmentation and the increasing commercialization of universities. The report recommended significant structural reforms, including the creation of a single regulatory body to replace existing agencies. Its primary goal was to de-stress the higher education system and promote a more holistic, multidisciplinary approach to learning and research, ensuring that Indian universities can meet the challenges of a knowledge-based world.

90. (A) Signaling Theory
This perspective is a classic application of Signaling Theory in the labor market. According to this theory, employers value educational credentials not because of specific skills learned, but because they serve as a signal of an applicant's pre-existing innate abilities, such as intelligence, persistence, and discipline. Completing a degree demonstrates that a person possesses the qualities necessary to succeed in a demanding environment. In this view, education acts as a filtering mechanism that helps employers identify potentially productive workers, even if the course content is not directly related to the job.

91. (I, IV, II, III)
Placing educational reports in reverse chronological order provides a perspective on recent reforms. The Justice Verma Committee report on teacher education was released in 2012. Before that, the National Knowledge Commission submitted its findings in 2007. The comprehensive Kothari Education Commission report dates back to 1966, following the post-independence era. Finally, the Secondary Education Commission, also known as the Mudaliar Commission, was established in 1953. This sequence highlights the transition from early structural reorganization to more contemporary specialized quality improvements and knowledge-based reforms in the Indian education sector.

92. (B) The authoritative choice of a specific course of action from the available options.
Making the policy decision is the central authoritative stage in the policy formulation process. After various potential solutions have been generated and systematically evaluated, a final course of action is officially selected by the authorized decision-makers. This step marks the transition from analysis and brainstorming to formal commitment. The decision reflects the political priorities, values, and resource considerations of the government. Once the choice is made, the process moves forward to the detailed planning and implementation of the selected policy to achieve the desired educational outcomes.

93. (C) The reproduction of class structure and hegemony.
The critical perspective on the politics of education focuses on how schools can inadvertently or intentionally perpetuate social and economic inequalities. This viewpoint examines the role of education in social reproduction, where the existing class structure and the dominance of certain groups are maintained through the curriculum and institutional practices. Rather than seeing schools as neutral or purely meritocratic, critical theorists analyze how they can serve as sites for the exercise of power and hegemony. This perspective seeks to unmask these dynamics to promote transformative changes that foster genuine social justice.

94. (C) Statement I is true, but Statement II is false.
The National Curriculum Framework 2005 was a seminal document that strongly recommended moving away from rote learning toward constructivist pedagogy. Contrary to the second statement, the NCF 2005 had significant implications for teacher education, as it required teachers to adopt new roles as facilitators of learning. While the NCFTE 2009 provided a specialized framework for teacher preparation, it was fundamentally built upon the vision and pedagogical principles articulated in the NCF 2005. Both documents together aimed to bring about a comprehensive transformation of the Indian school and teacher education systems.

95. (C) P-3, Q-4, R-1, S-2
Matching educational reports with their years is essential for historical understanding. The Secondary Education Commission was

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established in 1953. The National Policy on Education, a landmark for the country, was formulated in 1986. The Yashpal Committee report on higher education reforms was submitted in 2009. Finally, the Justice Verma Committee report on teacher education was released in 2012. This timeline reflects the ongoing evolution of educational policy in India, from early structural reorganization to contemporary efforts at improving quality and regulation in specialized sectors like higher and teacher education.

96. (B) Ensure education serves as an instrument for achieving national goals.
Linking educational policy to national development ensures that the education system is strategically aligned with the country's long-term aspirations. Education is seen as a powerful tool for fostering economic growth, promoting social cohesion, and enhancing scientific and technological progress. By coordinating policy with national objectives, governments can ensure that schooling produces a skilled workforce and an informed citizenry capable of contributing to the nation's advancement. This integrated approach highlights the role of education as a driver of societal change and prosperity, rather than an isolated academic pursuit.

97. (B) Cost-Effectiveness Analysis
This is a practical example of Cost-Effectiveness Analysis being used to evaluate institutional efficiency. Instead of attempting to assign a monetary value to the graduates, the analysis compares the cost required to achieve a specific non-monetary outcome, such as successful graduation. By calculating the cost per graduate for each program, decision-makers can determine which one achieves the desired goal with the most efficient use of resources. CEA is an essential tool for improving the performance and accountability of educational programs when financial outcomes are not the primary focus.

98. (A) How citizens' reactions to policies can influence future policy decisions.
In the Theory of Systems Analysis, the concept of feedback is crucial for understanding the dynamic nature of policymaking. Feedback refers to the process through which the outputs of the political system, such as new laws or policies, generate reactions and outcomes in the environment. These reactions, in the form of public support or demands for change, flow back into the system as new inputs. This continuous loop ensures that the political system remains responsive to the results of its decisions, allowing for the iterative adjustment and refinement of educational policies over time.

99. (C) Critical: Education is a neutral process, free from power dynamics.
The description of the critical perspective is incorrect because its defining feature is the belief that education is NOT a neutral process. Critical theorists argue that schooling is inherently shaped by power dynamics and class interests. They analyze how the curriculum and institutional structures often reflect the ideology of the dominant groups and serve to reproduce social inequalities. In contrast, the liberal perspective emphasizes equality of opportunity, and the conservative view focuses on transmitting traditional values. Correctly identifying these diverse ideological frameworks is essential for a comprehensive understanding of the politics of education.

100. (D) Grounded in the school context and reflective practice.
The National Curriculum Framework for Teacher Education 2009 emphasized a significant shift in how teachers are prepared. It advocated for a teacher education model that is deeply grounded in actual school contexts and encourages teachers to become reflective practitioners. This approach moves away from a purely theoretical or detached style of training. Instead, it focuses on developing educators who can critically analyze their own teaching methods and adapt to the diverse needs of their students. The goal is to produce competent, socially sensitive, and intellectually engaged teachers for contemporary Indian classrooms.

101. (B) I, II, III, and IV only
Historical reports and commissions have shaped the Indian educational landscape. The Secondary Education Commission was indeed chaired by A.L. Mudaliar, and the Kothari Commission was titled 'Education and National Development'. The National Knowledge Commission was headed by Sam Pitroda, and the Yashpal Committee 2009 proposed a single higher education regulator.

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However, the Justice Verma Committee 2012 did not suggest reducing the B.Ed. to one year; it recommended increasing the program's duration to ensure greater academic rigor and clinical experience. Correctly identifying these specific recommendations is vital for professional educational knowledge.

102. (C) Socio-cultural
Socio-cultural determinants of educational policy relate to the fundamental beliefs, values, and social norms that characterize a society. These factors influence what is considered essential knowledge, how schools should be structured, and what the ultimate purpose of education should be. For example, a society that highly values collective achievement will have different policies than one that prioritizes individual competition. Understanding these underlying cultural drivers is essential for policymakers to create systems that are socially relevant and command the support and legitimacy of the population they are intended to serve.

103. (C) Human Capital Theory
Human Capital Theory posits that education is a deliberate investment that individuals make to increase their productivity and lifetime earnings. The theory assumes that people rationally choose to spend time and money on schooling because it allows them to acquire valuable skills and knowledge that are rewarded in the labor market. This economic perspective views human capabilities as a form of capital that can be developed through education. It provides a foundational framework for understanding the demand for schooling and the economic rationale behind both private and public educational investments.

104. (A) Both A and R are true and R is the correct explanation of A.
The critical perspective on the politics of education emphasizes that the curriculum is a site of power struggle and ideological influence. Proponents argue that the selection of 'official knowledge' taught in schools is never neutral but reflects the values and interests of the dominant social groups. By legitimizing certain types of knowledge and marginalizing others, the education system can serve to maintain and justify existing social hierarchies. This analysis seeks to uncover these hidden dynamics to promote a more inclusive and transformative approach to schooling and social justice.

105. (B) Acquire their political beliefs and values.
Political socialization is the lifelong process through which individuals develop their political orientations, attitudes, and identities. It involves acquiring the values, norms, and beliefs that allow a person to function as a member of their political community. This process occurs through various agents, including the family, media, peer groups, and significantly, educational institutions. Through both the formal curriculum and informal social experiences in school, individuals learn about power, authority, and their roles as citizens. This ensures the continuity and stability of the political culture across generations.

106. (B) District Institutes of Education and Training (DIETs).
The National Policy on Education 1986 called for a significant reorientation of teacher education to improve quality at the grassroots level. This led to the establishment of District Institutes of Education and Training (DIETs) across the country to provide localized academic and professional support to primary schools. The policy also recommended the creation of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs). These institutional reforms were intended to strengthen pre-service and in-service training, ensuring that teachers are well-prepared to meet the diverse challenges of the modern classroom.

107. (C) Policy impact assessment
Policy impact assessment is the final stage of a single policy cycle, where the actual results of an intervention are systematically measured against its original objectives. However, rather than just being an end, this stage serves as the vital input for the next cycle. The findings from an impact assessment provide evidence-based information on whether a policy succeeded, failed, or requires modification. This feedback is essential for the initial stage of the subsequent cycle—analyzing the new situation—ensuring that policymaking is a continuous, evidence-based, and iterative process of improvement.

108. (B) Theory of Rational Choice

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The Theory of Rational Choice provides a framework for understanding political behavior by assuming that individuals act to maximize their personal utility or advantage. In the politics of education, this approach analyzes how various actors, such as policymakers, administrators, and parents, make strategic choices based on a calculation of costs and benefits. It assumes that these actors are logical and self-interested, selecting the course of action that best serves their goals. This perspective is particularly useful for analyzing negotiations, institutional competition, and the decision-making processes within the education sector.

109. (A) I and II only
Educational economics utilizes specific tools and theories to evaluate schooling investments. Cost-Benefit Analysis requires that both costs and outcomes be expressed in monetary terms to facilitate financial comparisons. In contrast, Cost-Effectiveness Analysis is used when outcomes are measured in non-monetary units, such as test scores. Both Human Capital Theory and Signaling Theory view education as an investment or a valuable signal rather than simple consumption. Correctly understanding these definitions is essential for applying economic principles to analyze the productivity and efficiency of various educational programs and strategies at different levels.

110. (C) Emphasizing the continuous professional development of teachers.
The Kothari Education Commission provided a forward-looking vision for teacher education in India. It strongly advocated for the professionalization of the teaching force and emphasized the need for continuous professional development throughout a teacher's career. The commission recommended integrating teacher training institutions with the university system to end their academic isolation and suggested upgrading the quality of both pre-service and in-service programs. These recommendations were intended to ensure that teachers remain intellectually engaged and are equipped with the latest pedagogical skills to meet the evolving needs of the national education system.

111. (B) An engine for economic growth and social change.
The concept of the linkage between educational policy and national development highlights education's role as a transformative force. It suggests that schooling should be strategically designed to act as an engine for economic growth by building a skilled workforce and fostering innovation. Simultaneously, education is seen as a driver of social change by promoting essential values like citizenship, equity, and social justice. This perspective emphasizes that educational policy is an integral part of national planning, intended to support the overall progress, prosperity, and stability of the society.

112. (B) An individual's social position should be based on their talent and effort.
Meritocracy is a core principle of the liberal perspective on education and society. It posits that social positions and rewards should be distributed based on an individual's demonstrated talent and hard work, rather than their inherited social class or wealth. In this view, the role of the education system is to provide a fair and open competition where every student has an equal opportunity to succeed. By rewarding merit, the system aims to promote social mobility and ensure that the most capable individuals are prepared for leadership and professional roles in society.

113. (A) P-4, Q-1, R-3, S-2
Different political approaches offer unique lenses for studying education. Behaviouralism focuses on the observable actions and attitudes of individuals. Systems analysis examines the flow of inputs, outputs, and feedback within the political system. Rational choice theory investigates how individual actors make strategic choices to maximize their self-interest. Finally, the critical perspective analyzes how education either reproduces or challenges social inequality and power dynamics. Together, these frameworks provide a comprehensive set of methodologies for understanding the complex relationship between political processes and the development and implementation of educational policies.

114. (B) Learning Without Burden (Yashpal Committee Report, 1993)
The National Curriculum Framework 2005 was fundamentally guided by the vision articulated in the 1993 Yashpal Committee report, 'Learning Without Burden'. This seminal report identified

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the excessive academic pressure and rote-based learning in Indian schools as a major problem. It advocated for a shift toward more meaningful, joyful, and child-centered learning experiences. The NCF 2005 translated these ideas into a comprehensive framework, emphasizing constructivism, the integration of knowledge with life outside school, and the reduction of the curriculum load to foster critical thinking and creativity among students.

115. (B) To increase the duration of teacher education programs to ensure intensity and rigor.
The Justice Verma Committee 2012 made several landmark recommendations to improve the quality of teacher education in India. A key proposal was to increase the duration of teacher preparation programs, such as B.Ed. and M.Ed., to ensure greater academic rigor and clinical intensity. The committee believed that longer, more comprehensive training would better prepare teachers for the complexities of modern classrooms. These reforms aimed to professionalize the sector and ensure that only well-trained and competent individuals enter the teaching profession, ultimately improving the quality of student learning across the nation.

116. (A) Both Statement I and Statement II are true.
Cost-Benefit Analysis in education involves a comprehensive assessment of all financial impacts. In this framework, the earnings that a student gives up while attending school are considered a significant indirect cost, known as foregone earnings. On the benefit side, the analysis includes not only the individual's increased future income but also the broader societal gains, such as the increased tax revenue the government collects from a more educated and higher-earning populace. This holistic approach allows for a precise evaluation of the net economic value of educational investments for both individuals and society.

117. (A) III, I, IV, II
The historical timeline of Indian education policy reflects changing national priorities. The Secondary Education Commission report was released in 1953. This was followed by the first major National Policy on Education in 1986. Later, the National Knowledge Commission submitted its comprehensive recommendations in 2007 to address the needs of a globalized world. Finally, the National Curriculum Framework for Teacher Education was introduced in 2009 to modernize teacher preparation. This sequence demonstrates the evolution from early structural reorganization to contemporary efforts focused on knowledge creation and professional quality in specialized sectors.

118. (B) Liberal Perspective influenced by market principles
The support for school choice and voucher systems is characteristic of a contemporary liberal perspective that incorporates market-based principles. This viewpoint argues that introducing competition into the education sector makes schools more responsive to the needs of parents and students, who are viewed as consumers. By providing vouchers, the government empowers families to choose the best educational environment, which theoretically drives up the quality and efficiency of all schools. This approach emphasizes individual choice, freedom, and the efficiency of market mechanisms as tools for improving the overall performance of the education system.

119. (B) What percentage of the national GDP should be allocated to education?
Macro-level educational finance is concerned with high-level economic indicators and national-level planning. A central question at this level is the proportion of the national income, or Gross Domestic Product, that should be dedicated to the entire education sector. This analysis involves evaluating national priorities, long-term economic sustainability, and the aggregate resource requirements of the whole system. Macro-level finance also examines total government spending and the distribution of funds between different educational stages, providing a broad perspective on the nation's commitment to developing its human capital.

120. (A) Both A and R are true and R is the correct explanation of A.
Policy formulation is fundamentally an exercise in political negotiation and conflict resolution. It is not merely a technical task conducted by experts, because different societal groups have competing interests, values, and priorities for education. The process involves bargaining and compromise

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among various stakeholders, and the final policy decision reflects the prevailing balance of power among these groups. Understanding this political dimension is essential for analyzing why certain policies are chosen and how they are interpreted and implemented in a complex and pluralistic society.

121. (B) National Commission for Higher Education and Research (NCHER)
The Yashpal Committee report of 2009 proposed a radical restructuring of the regulatory framework for higher education in India. It recommended the creation of a single, overarching body called the National Commission for Higher Education and Research. This proposed commission was intended to replace existing specialized regulators like the University Grants Commission and the All India Council for Technical Education. The goal was to reduce the fragmentation of knowledge, promote interdisciplinary learning and research, and provide a more holistic and flexible regulatory environment to rejuvenate Indian universities in the modern era.

122. (B) A new government policy on teacher recruitment.
In the Theory of Systems Analysis, outputs are the authoritative decisions, laws, and policies produced by the political system after processing various inputs. A new government policy on teacher recruitment is a clear example of an output, as it represents the formal result of the political and administrative decision-making process. These outputs, once implemented, have an impact on the environment and generate feedback, which then flows back into the system as new inputs. Understanding the nature of outputs is essential for evaluating the effectiveness and the societal impact of political decisions in education.

123. (A) I and II only
Landmark commissions have significantly influenced Indian education. The Kothari Commission famously recommended the 10+2+3 structure, and the NPE 1986 was indeed reviewed by the Janardhana Reddy Committee in 1992. However, the Justice Verma Committee focused on teacher education, not legal education. The National Knowledge Commission was chaired by Sam Pitroda, making the IV statement correct only if the chairperson's name is included. Correctly identifying the primary focus and leadership of these various bodies is essential for professional educational knowledge and understanding the history of reform in the country.

124. (B) Developing citizens' capacities for rational political participation and evaluation.
Education for political development is a strategic goal aimed at strengthening democratic governance by fostering an informed and active citizenry. It focuses on developing the cognitive skills and dispositions required for individuals to engage in rational political debate, evaluate policies, and participate effectively in the decision-making processes of their society. This approach goes beyond the simple transmission of values; it encourages critical thinking and a sense of civic responsibility. By building these capacities, the education system contributes to the long-term stability, quality, and progress of the nation's political life.

125. (B) The efficiency and equity of the use of resources in education.
The economics of education is a field concerned with how societies use limited resources to achieve educational goals. A primary focus is on analyzing the efficiency and equity of resource allocation within the education sector. This involves studying the costs and benefits of different educational investments, the impact of schooling on individual earnings and national growth, and the fairness with which educational opportunities are distributed. By applying economic principles and tools, researchers and policymakers can make more informed decisions about how to maximize the value and societal impact of educational spending.

126. (B) Multipurpose schools
The Secondary Education Commission, also known as the Mudaliar Commission, recommended the establishment of multipurpose schools to address the diverse needs and interests of students in India. These schools were designed to provide a variety of courses, including both academic and vocational streams, allowing students to choose a path that aligned with their specific talents and career aspirations. This proposed diversification of the curriculum aimed to reduce the emphasis on purely academic,

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college-preparatory education and ensure that secondary schooling prepared students for both higher studies and immediate entry into the workforce.

127. (C) A careful assessment of future job prospects and earning potential versus the difficulty of the course.
From the perspective of Rational Choice Theory, students are viewed as logical actors who make strategic decisions about their education to maximize their future utility. A student choosing a college major will rationally weigh the expected long-term benefits, such as future job prospects and salary potential, against the immediate costs and challenges, like tuition fees and the difficulty of the coursework. This calculated assessment ensures that individuals select the path they believe will provide the greatest personal advantage. This perspective helps explain enrollment trends and the demand for different types of academic and professional programs.

128. (C) I, II, and III only
Political socialization is a fundamental process through which individuals acquire their political orientations, and schools are significant agents in this lifelong development. It involves the formal and informal transmission of societal political norms, values, and beliefs to students. Both the explicit curriculum and the overall classroom climate play crucial roles in shaping students' attitudes toward authority, citizenship, and the political system. While it can occur in any regime, its goal is often aligned with political development. Understanding these dynamics is essential for analyzing how the education system contributes to the continuity and stability of political culture.

129. (A) Both Statement I and Statement II are true.
A major challenge in evaluating educational programs is that many vital outcomes, like improved citizenship or critical thinking, are difficult to assign a precise monetary value. This limitation often makes Cost-Benefit Analysis difficult to apply comprehensively. Cost-Effectiveness Analysis provides a practical alternative because it does not require the monetization of benefits. Instead, CEA compares different interventions based on the cost required to achieve a specific non-monetary goal, such as the cost per student achieving a certain test score. This makes it an essential tool for improving efficiency in many educational contexts.

130. (C) Developing detailed action plans, timelines, and resource allocation for executing the policy.
The planning of policy implementation is a critical operational stage in the policy cycle. Once a policy decision has been made, this phase involves translating that authoritative choice into a detailed strategy for action. This includes establishing clear timelines, assigning responsibilities to specific agencies or personnel, and allocating the necessary financial and human resources. Effective implementation planning is essential for ensuring that the policy is executed as intended and that the desired educational outcomes are achieved in practice. This stage bridges the gap between high-level policy goals and actual institutional change.

131. (C) Articulate a comprehensive vision for reforming teacher education in India.
The National Curriculum Framework for Teacher Education 2009 provided a modernized and holistic vision for the preparation of teachers in India. It aimed to align teacher education with the child-centered and constructivist principles of the National Curriculum Framework 2005. The NCFTE emphasized developing teachers as reflective practitioners who are socially sensitive and intellectually engaged. It provided a comprehensive framework for reforming the curriculum, pedagogy, and assessment of teacher preparation programs. These suggestions were intended to ensure that future educators are well-equipped to meet the diverse and evolving challenges of contemporary classrooms.

132. (C) A focus on core knowledge and cultural literacy.
The conservative perspective on education emphasizes the role of schools in preserving societal stability and cultural continuity. Consequently, it strongly supports a curriculum that focuses on core academic knowledge and cultural literacy. Proponents of this view believe that students should be taught the established traditions, values, and essential knowledge that define their society. This ensures that the cultural heritage is transmitted accurately across generations and that students develop a common

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foundational understanding. This structured approach typically prioritizes traditional academic disciplines and a respect for established intellectual and social authority.

133. (A) P-2, Q-4, R-1, S-3
Different economic theories and political perspectives offer distinct views on the purpose of education. Human Capital Theory views education as a productivity-enhancing investment, while Signaling Theory sees it as a certification of innate ability. In the political sphere, the liberal perspective focuses on promoting individual opportunity and meritocracy, whereas the conservative view emphasizes the preservation of social order and the transmission of traditional values. Together, these frameworks provide a comprehensive set of lenses through which to analyze the diverse motivations and ideological goals that shape educational policies and individual choices in schooling.

134. (C) The fictional plots of popular television shows.
Educational policies are determined by a range of serious social, economic, and political factors. Key determinants include the prevailing political ideology of the government, the state of the national economy and resource availability, and the pressures from international organizations. These factors shape the goals, priorities, and funding of the education system. In contrast, while popular culture may reflect societal trends, the fictional plots of television shows are not considered a significant or formal determinant of national educational policy. Policy formulation is a structured process driven by substantial evidence and institutional interests.

135. (A) The establishment of DIETs, CTEs, and IASEs.
The National Policy on Education 1986 introduced significant institutional reforms to improve the quality and reach of teacher education in India. It recommended the establishment of District Institutes of Education and Training (DIETs) to provide localized professional support. The policy also called for the creation of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) to strengthen secondary teacher training and academic research. These initiatives aimed to create a robust and decentralized infrastructure for pre-service and in-service training, ensuring that teachers are well-prepared for their roles at all levels.

136. (B) Inputs
In the Theory of Systems Analysis, inputs represent the various demands and types of support that flow from the societal environment into the political system. Demands are the pressures for action, such as public calls for curriculum reform or better school funding. Support represents the legitimacy and resources provided to the system, such as tax payments or voter loyalty. These inputs are processed by the political system to produce authoritative outputs like laws and policies. Understanding the nature of inputs is vital for analyzing how the state responds to the needs and values of its citizens.

137. (C) It was exclusively focused on reforming teacher education.
The Kothari Education Commission was notable for its comprehensive scope, reviewing the entire Indian education sector from primary schooling to the university level. While it made significant recommendations for teacher education, this was not its exclusive focus. The commission's seminal report, 'Education and National Development', proposed a national system of education, recommended the 10+2+3 structure, and advocated for spending 6% of the national income on education. Its goal was to reform the whole educational landscape to foster social transformation and economic growth, making it one of the most influential bodies in the country's history.

138. (A) Both A and R are true and R is the correct explanation of A.
Proponents of Signaling Theory often express skepticism about the extent to which general degrees actually enhance a student's cognitive skills or productivity. They argue that the primary economic value of such a credential lies in signaling pre-existing traits to employers. Completing a rigorous degree program informs the labor market that the individual possesses intelligence, perseverance, and discipline—qualities that were likely present before they entered college. In this view, the degree serves

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as an efficient filtering mechanism for recruiters rather than a transformative educational experience that significantly changes the individual's inherent capabilities or work-related productivity.

139. (C) A dynamic and cyclical process of problem-solving.
Policy formulation is best understood as a dynamic and cyclical process rather than a static or linear event. It involves a continuous series of stages, including problem identification, the generation and evaluation of options, decision-making, and implementation. Crucially, the process includes ongoing evaluation and impact assessment, which provide feedback that informs subsequent cycles of reform. This iterative nature allows the education system to adapt to new challenges, social changes, and emerging evidence over time. Policymaking is thus a continuous effort at systematic problem-solving to improve the quality and relevance of schooling for the society.

140. (B) A school conducting regular flag-hoisting ceremonies and singing the national anthem.
This is a clear example of political socialization occurring through the informal curriculum and rituals of the school. By participating in ceremonies like flag-hoisting and singing the national anthem, students are introduced to national symbols and encouraged to develop a sense of patriotism and shared identity. These school rituals transmit societal values and norms regarding national loyalty and citizenship, helping to integrate young people into the political culture of their country. Such experiences are powerful agents of socialization that shape students' attitudes and emotional bonds to their political system from a young age.

141. (A) Analysis, Generation of options, Decision-making, Impact assessment
These specific activities correspond to the logical stages of the policy formulation process. Identifying a problem, like a dropout rate, is the initial analysis stage. Drafting different programs represents the generation of policy options. Choosing and funding one of those programs is the authoritative step of making the policy decision. Finally, studying the results after implementation is the policy impact assessment stage. This structured sequence ensures that educational interventions are based on clear evidence, a consideration of alternatives, and a systematic evaluation of their actual effectiveness in achieving the intended social and educational goals.

142. (B) The process of planning and controlling the financial resources of an educational entity for a future period.
Budgeting is a fundamental financial management tool used to ensure that educational goals are supported by adequate resources. It involves creating a detailed blueprint of anticipated revenues and expenditures for an upcoming period. An effective budget allows an educational entity, such as a school district or university, to plan its activities, allocate funds strategically among various departments and programs, and monitor its spending to ensure financial stability. This process is essential for maintaining accountability, institutional efficiency, and the long-term sustainability of educational services in both public and private sectors.

143. (C) An analysis of how power, ideology, and class interests shape schooling.
The defining feature of the critical perspective on the politics of education is its focus on the non-neutrality of schooling. Proponents of this view analyze how institutional practices, the curriculum, and funding patterns are shaped by broader social power dynamics, ideologies, and the interests of dominant classes. They investigate how schools can serve to reproduce social inequalities and maintain the status quo. By unmasking these hidden forces, the critical perspective aims to transform education into a tool for genuine social justice, empowerment, and the emancipation of marginalized groups in society.

144. (D) All of the above.
The National Knowledge Commission, chaired by Sam Pitroda, provided a comprehensive and wide-ranging roadmap for transforming India into a knowledge-based society. Its recommendations covered a diverse array of sectors, including libraries and knowledge networks, e-governance initiatives, and reforms in translation and language policy. The commission's goal was to enhance access to knowledge, improve the

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quality of knowledge concepts, and promote the application of knowledge across the entire economy. These integrated efforts were intended to foster innovation, research, and national competitiveness, ultimately empowering all citizens through the effective use and creation of knowledge.

145. (B) Increased national productivity and tax base.
Economic returns to higher education are analyzed at both individual and societal levels. While an individual graduate benefits from a higher salary, the society as a whole gains from the increased aggregate productivity and a broader tax base that a highly skilled workforce provides. Societal returns also include technological innovation, improved public health, and greater social stability. These collective benefits provide a strong economic rationale for public investment in higher education. This perspective views schooling not just as a private good for the student, but as a vital public investment that contributes to the nation's overall prosperity.

146. (A) Both Statement I and Statement II are true.
The Secondary Education Commission, established in 1952 and also known as the Mudaliar Commission, recommended a significant structural reorganization of education in India. It proposed a system consisting of three years of secondary education and four years of higher education. The commission's report focused on diversifying the curriculum to meet the varied interests of students and suggested the establishment of multipurpose schools. These recommendations aimed to move away from a purely academic focus and ensure that secondary education better prepared students for both further studies and the practical requirements of the national workforce.

147. (C) Cost-Effectiveness Analysis
Cost-Effectiveness Analysis is the ideal tool for this scenario because the policymaker is comparing two different interventions to achieve a specific non-monetary goal—improving reading scores. By calculating the cost per unit of improvement for both the tutoring program and the software, CEA allows for a direct comparison of their relative efficiency. This analysis identifies which option provides the greatest educational gain for every dollar spent. This helps ensures that limited resources are allocated to the program that most effectively achieves the desired learning outcome, maximizing the impact of educational investments on student achievement.

148. (C) Higher Education
The Yashpal Committee report of 2009 focused on the renovation and rejuvenation of higher education in India. It addressed the need to reform the regulatory framework and reduce the fragmentation of knowledge in the university system. A key recommendation was the creation of a single national regulator to replace multiple specialized bodies. The report advocated for making higher education more holistic and flexible, emphasizing the integration of various disciplines and the promotion of high-quality research. These proposals aimed to modernize Indian universities and ensure they can meet the challenges of a global knowledge economy in the twenty-first century.

149. (A) I, II, and III only
Human Capital Theory and Signaling Theory provide different but interrelated explanations for the economic value of education. Human Capital Theory assumes education builds productivity through skill acquisition, while Signaling Theory views credentials as proxies for innate ability. A fundamental difference is that Human Capital Theory sees education as transforming the individual, whereas Signaling Theory sees it as revealing pre-existing qualities to employers. Both theories agree that education is strongly correlated with higher earnings, although they differ on the underlying mechanism. Correctly understanding these frameworks is essential for analyzing labor market outcomes and the rationale for educational investments.

150. (C) Analysis of the existing situation
In the systematic process of policy formulation, the generation of policy options must be based on a clear understanding of the problem. Therefore, it is always preceded by the analysis of the existing situation. This initial stage identifies the specific challenges, their scale, and their root causes, providing the necessary evidence and context for developing potential solutions. Without this foundational analysis, any policy options generated would likely be irrelevant or ineffective. This evidence-based approach

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ensures that policymakers focus their efforts on creating interventions that directly address the actual needs and problems of the education system.

151. (B) Justice Verma Committee (2012)
The Justice Verma Committee was specifically constituted following concerns about the declining standards and commercialization of teacher education in the context of the Right to Education Act. Its 2012 report emphasized that high-quality teacher preparation is essential for the success of universal education. The committee recommended significant reforms, including increasing the duration of training programs to ensure greater rigor and clinical intensity and strengthening the regulation of teacher education institutions. These proposals aimed to ensure that the education system produces competent and socially sensitive teachers capable of providing quality instruction to all children in India.

152. (B) P-3, Q-4, R-1, S-2
Matching educational commissions and reports with their key associated terms is essential for professional knowledge. The Secondary Education Commission is famously known as the Mudaliar Commission. The Kothari Commission's seminal report was titled 'Education and National Development'. The National Knowledge Commission was chaired by Sam Pitroda, and the Yashpal Committee's 2009 report shared the title 'Learning Without Burden' with its 1993 predecessor, although with a focus on higher education. Correctly identifying these associations reflects an understanding of the historical milestones and the leadership that have shaped the Indian educational policy landscape over several decades of reform.

153. (B) Conservative (market-oriented variant)
A voter who supports market-based reforms, such as school vouchers, is reflecting a variant of the conservative perspective that emphasizes individual choice and institutional competition. This viewpoint argues that the education system should function like a marketplace, where schools compete for students and are thus pressured to improve their quality and efficiency. By providing families with the power to choose, these reforms aim to make education more responsive to the needs of individual citizens. This approach combines conservative values of individual responsibility and institutional accountability with the efficiency of market mechanisms to achieve better educational outcomes.

154. (C) A school principal preparing the budget for the school's annual sports day.
Micro-level educational finance focuses on the financial management and resource allocation within individual institutions or households. A school principal preparing a specific budget for an institutional event like an annual sports day is a classic example of this level of activity. It involves managing the internal funds of the school to achieve localized objectives. In contrast, macro-level finance deals with national or state-level budgets and large-scale economic planning. Understanding micro-level finance is essential for ensuring that individual schools can operate effectively and provide meaningful experiences for their students within their specific financial constraints.

155. (C) Statement I is true, but Statement II is false.
The Theory of Rational Choice provides a framework for analyzing political behavior by assuming that individuals act strategically to maximize their personal utility. In contrast, the statement about behaviouralism is incorrect. Behaviouralism actually moved political science away from formal, legal institutions and instead focused on the empirical study of the actual actions, attitudes, and behaviors of individuals within the political system. By using quantitative methods to analyze voting and decision-making, behaviouralists seek to understand how politics functions in practice, providing a more realistic and data-driven perspective on individual agency and political processes.

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156. (A) Promote national integration and social cohesion.
The Kothari Education Commission's recommendation for a 'common school system' was fundamentally motivated by a desire to foster social justice and national integration. The commission argued that having children from all social classes and backgrounds attend the same public schools would bridge social divides and promote a sense of shared citizenship. This approach aimed to ensure that educational opportunity is not determined by family wealth

NCF 2005 has significantly influenced textbook development, teacher training, and pedagogical practices across the country, aiming to foster a more engaging and meaningful educational experience.

181. (A) I, II, III, and IV only
Various political perspectives and approaches offer unique insights into the role of education in society. Liberal and conservative views focus on social mobility and cultural preservation, respectively, while the critical perspective analyzes how schools may reproduce social inequality. Behaviouralism provides a methodology for studying the actual political behavior of individual actors. However, the Theory of Rational Choice does not assume that actors are always altruistic; instead, it posits that they are utility-maximizers who make strategic decisions based on their own perceived self-interest. Correctly identifying these theoretical foundations is essential for analyzing educational policies and institutional dynamics.

182. (C) After the policy has been implemented for a period of time.
Policy impact assessment is a critical stage that occurs after a policy has been in operation for long enough to produce measurable results. Its purpose is to evaluate the actual effects and consequences of the policy against its original goals and objectives. This systematic measurement provides policymakers with evidence on the success, failure, or unintended impacts of the intervention. The findings from an impact assessment are essential for the subsequent stages of the policy cycle, helping decision-makers determine whether to continue, modify, or replace the policy to better achieve the desired social and educational outcomes.

183. (C) Both Human Capital and Rational Choice theories
A student's decision to pursue a high-value degree can be explained by both Human Capital and Rational Choice theories. Human Capital Theory views education as an investment that directly increases a worker's productivity and earnings. Complementing this, Rational Choice Theory assumes that individuals are logical actors who make strategic decisions to maximize their own personal utility. When a student chooses a particular major based on expected future income, they are making a calculated rational choice to build their human capital. Together, these theories provide a comprehensive economic framework for understanding individual educational choices and labor market behavior.

184. (B) It reviewed the entire education sector, from primary to university level.
The Kothari Education Commission is considered a landmark because of its unprecedented comprehensive scope. It was the first body in independent India to review the entire education system, ranging from primary schooling to the highest levels of university and research. Its seminal report, 'Education and National Development', provided a holistic vision for a national system of education and addressed diverse issues like teacher status, curriculum structure, and resource allocation. By considering the education system as a whole, the commission provided a unified framework that significantly shaped the direction of national educational policy for subsequent decades.

185. (A) Both A and R are true and R is the correct explanation of A.
The Justice Verma Committee 2012 recommended a significant strengthening of the regulatory oversight for teacher education institutions in India. The committee's investigation revealed a proliferation of sub-standard and commercialized institutions that were diluting the professional quality of teacher preparation. By advocating for stricter regulation and institutional accountability, the committee aimed to ensure that only high-quality training centers are allowed to operate. These reforms were intended to professionalize the sector and ensure that future teachers are well-prepared with the academic rigor and clinical experience necessary to provide quality instruction to all children in the country.

186. (D) Post-structuralism
Approaches to understanding politics are diverse and provide different frameworks for analysis. Behaviouralism focuses on observable actions of individuals, the Theory of Systems Analysis treats politics as a process of inputs and outputs, and the Theory of Rational Choice assumes

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163. (A) Behaviouralism
The behaviouralist approach to understanding politics is specifically interested in studying the observable actions and attitudes of individuals and groups. Applying this to education, behaviouralists would focus on the empirical analysis of activities like the voting patterns of teachers' unions or the lobbying efforts of parent associations. By using quantitative methods and data collection, this approach seeks to understand how power and influence are actually exercised within the political system. This provides a realistic and evidence-based perspective on the political dynamics that shape educational decisions, moving beyond the formal legal structures of the government.

164. (A) Ministry of Human Resource Development (MHRD)
The National Commission on Teachers was established in 1999 under the aegis of the Ministry of Human Resource Development, which is now known as the Ministry of Education. The commission was tasked with examining the professional status, working conditions, and social security of teachers in India. By operating under this national ministry, the commission was able to provide high-level recommendations that influenced government policy regarding teacher welfare and the quality of teacher education. Its findings highlighted the central role of teachers in educational reform and the need for continuous professional and social support for the profession.

165. (A) It proposed increasing the length and rigor of teacher preparation programs.
The Justice Verma Committee report of 2012 is most significant for its emphasis on professionalizing teacher education by increasing the duration and academic rigor of its programs. The committee recommended that pre-service training courses like the B.Ed. be extended to two years to ensure that future teachers have more intensive academic preparation and extensive clinical practice. These reforms were designed to address the declining standards in the sector and to ensure that only well-trained and competent individuals enter the teaching force. This proposal aimed to improve the overall quality of instruction and student learning in Indian schools.

166. (B) Making the policy decision
A government decision to fund one sector over another, such as public health instead of schooling, represents the authoritative stage of making the policy decision. This phase involves choosing a specific course of action after considering competing priorities and limited resources. Such decisions reflect the government's values and its strategic assessment of national needs. Once the choice is made, it marks the formal commitment to a particular path, which then leads to the detailed planning and implementation stages. This central step in the policy process is where high-level priorities are translated into official government action.

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167. (C) To transmit the established knowledge, culture, and values of the society.
The conservative perspective on the politics of education argues that the primary social function of schools is to maintain stability and cultural continuity. According to this view, the education system should prioritize the transmission of traditional values, established moral norms, and a core body of academic knowledge to each new generation. By fostering a sense of respect for heritage and social order, schools help ensure that the cultural identity of the society survives. This structured approach typically supports a curriculum focused on traditional academic disciplines and the development of disciplined, patriotic citizens who respect established institutional authority.

168. (A) Kothari Commission → NPE 1986 → NCF 2005 → Justice Verma Committee
Correctly identifying the chronological order of major educational milestones is essential for understanding the evolution of policy in India. The comprehensive Kothari Commission report was submitted in 1966. This was followed by the landmark National Policy on Education in 1986. Later, the National Curriculum Framework 2005 provided a transformative vision for school education. Finally, the Justice Verma Committee report on teacher education reforms was released in 2012. This sequence demonstrates the transition from broad post-independence structural reforms to contemporary efforts focused on pedagogical

or status, thereby reducing social inequalities. By providing a common educational experience, the system was intended to build a more cohesive and inclusive society, essential for the progress of democratic India.

157. (C) Concealment of policy intentions
Effective policy formulation is a transparent and systematic process that involves several key stages. These include the generation and evaluation of various policy options and the detailed planning of policy implementation once a decision is made. In a democratic society, the concealment of policy intentions is not a valid step; instead, clear communication and stakeholder engagement are essential for building legitimacy and ensuring success. This structured approach ensures that educational policies are based on sound evidence, a consideration of alternatives, and a clear roadmap for action, ultimately aiming to achieve the desired goals for society.

158. (A) Both A and R are true and R is the correct explanation of A.
The relationship between politics and education is deeply reciprocal and bidirectional. Political ideologies and decisions directly shape the goals, structure, and funding of the education system. Conversely, the education system influences the political landscape by socializing future citizens and shaping their political attitudes, values, and capacity for participation. Schools transmit the political culture of the society, ensuring its continuity while also providing the skills necessary for critical evaluation and change. This dynamic interaction highlights how education and the political system are mutually constitutive, each continuously influencing the development and stability of the other.

159. (A) National Curriculum Framework (NCF) 2005
The National Curriculum Framework for Teacher Education 2009 was formulated as a direct follow-up to the National Curriculum Framework 2005. The NCF 2005 had introduced a transformative vision for school education based on constructivist pedagogy and child-centered learning. To implement this vision effectively, it was necessary to reform how teachers were prepared. The NCFTE 2009 provided a modernized framework for teacher education, focusing on developing teachers as reflective practitioners who can facilitate the active construction of knowledge. Together, these documents aimed to bring about a comprehensive and consistent transformation of both schooling and teacher preparation in India.

160. (B) III, IV, and V only
Human Capital Theory and Signaling Theory offer different but significant insights into the economic value of schooling. Both attempt to explain the correlation between education and higher earnings. Signaling Theory suggests that if much of education spending is used only to filter for pre-existing ability rather than build skills, it may be socially wasteful. In contrast, Human Capital Theory argues that education is a productive investment that directly increases a worker's capabilities. Correctly identifying these theoretical arguments is essential for evaluating the societal returns on educational spending and the rationale for both individual and public investments in schooling.

161. (B) Political Socialization
A school's efforts to teach students about democracy, respect for laws, and the duties of citizenship are central examples of political socialization. This process involves the formal and informal transmission of societal political values and norms to the younger generation. By learning these principles, students develop the attitudes and behaviors that allow them to function as active and responsible members of their political community. This contribution of the education system is vital for ensuring the continuity and stability of the nation's political culture and for preparing individuals to participate effectively in the democratic process.

162. (C) Policy impact assessment
Policy impact assessment is a critical stage in the policy process that evaluates the actual results of a policy after it has been implemented. It compares the observed outcomes and consequences against the original goals and objectives. This systematic evaluation provides vital evidence on the effectiveness of the policy and helps identify any unintended impacts. The findings from an impact assessment are essential for making informed decisions about whether a policy should be continued, modified, or terminated. This feedback loop ensures that the

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various societal stakeholders, and the broader political environment.

175. (B) The diversification of the secondary curriculum and establishment of multipurpose schools.
A major focus of the Secondary Education Commission, also known as the Mudaliar Commission, was the reorganization of the curriculum to address the diverse needs of students. It recommended diversifying secondary courses to include both academic and vocational streams, allowing students to pursue paths aligned with their specific interests and future careers. To implement this, the commission proposed the establishment of multipurpose schools. This initiative aimed to move away from a one-size-fits-all, college-preparatory approach and ensure that secondary education provided students with practical skills and flexible options for both further studies and the labor market.

176. (B) Political Socialization
The idea that individuals acquire their political attitudes, values, and beliefs through various agents, including educational institutions, is the central concept of political socialization. This process involves both the formal transmission of knowledge about the political system and the informal learning of societal norms and emotional attachments to the nation. Schools play a vital role in this development by introducing young people to concepts of authority, citizenship, and shared identity. This lifelong process ensures the continuity and stability of the political culture and prepares individuals for their future roles as active participants in their society.

177. (A) P-3, Q-1, R-4, S-2
Different educational commissions and policies have addressed specific needs in India's development. The Kothari Commission provided a comprehensive reform vision focused on national development. The National Policy on Education 1986 launched the 'Operation Blackboard' initiative to improve primary schooling. The Yashpal Committee 2009 recommended major reforms in higher education regulation, including the proposed NCHER. Finally, the Justice Verma Committee 2012 focused on improving the quality and duration of teacher education programs. Together, these milestones reflect the ongoing and multi-faceted efforts to transform and strengthen the national education system over several decades of reform.

178. (B) It increases national skills, leading to growth that benefits everyone.
From the perspective of Human Capital Theory, public subsidies for higher education are seen as a productive investment rather than just social expenditure. The theory argues that education enhances the skills, knowledge, and productivity of the workforce, which in turn drives overall national economic growth. This growth generates collective benefits, such as higher tax revenues and technological innovation, that advantage all members of society. Therefore, the government has a strong economic rationale for funding schooling to build the nation's human capital, ultimately contributing to the long-term prosperity, stability, and global competitiveness of the country.

179. (C) The politics of education
The central question of 'who gets what, when, and how' in the context of schooling is the primary concern of the politics of education. This field investigates how authoritative decisions are made and how limited resources, opportunities, and status are distributed within the education system. It analyzes the power dynamics, ideologies, and stakeholder interests that influence the formulation and implementation of educational policies. By focusing on these political processes, the field provides critical insights into the relationship between the state and educational institutions and how societal conflicts and values shape the education of the citizenry.

180. (D) National Council of Educational Research and Training (NCERT)
The National Curriculum Framework 2005 was developed by the National Council of Educational Research and Training. As the apex body for school education research in India, the NCERT formulated this landmark document to provide a vision for school education based on constructivist principles and child-centered learning. The framework aimed to make schooling more relevant by connecting knowledge to life outside the classroom and reducing the burden of rote memorization. The

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Systems Analysis uses the metaphor of a living organism to describe how the political system responds to its environment through a cycle of inputs, processing, and outputs. Together, these approaches provide a more realistic and data-driven perspective on how decisions are made and how the state interacts with society to develop and implement educational policies.

205. (B) I, II, and V only
Landmark commissions have shaped Indian educational reform with specific focuses. The Secondary Education Commission promoted the diversification of courses, and the Kothari Commission recommended a unified national system of education. The Justice Verma Committee in 2012 was specifically concerned with reforming teacher education. However, the National Knowledge Commission focused on building a knowledge-based economy rather than just primary infrastructure, and the Yashpal Committee 2009 advocated for university rejuvenation, not their abolition. Correctly identifying these primary objectives is essential for a comprehensive understanding of the historical and contemporary landscape of educational policy and institutional reform in the country.

206. (B) Micro Level
Micro-level educational finance is concerned with the financial decisions and resource management of individual households and specific institutions. A family's expenditure on items like tuition fees, books, and uniforms represents a micro-level financial flow, as it involves the private allocation of resources for the education of an individual member. This level of analysis also includes the internal budgeting and spending of single schools or colleges. Understanding micro-level finance is essential for analyzing the private costs of schooling and how household resource constraints can influence educational access, choices, and equity for individual learners.

207. (C) Conservative
A politician advocating for a curriculum that prioritizes a specific national history and traditional values is reflecting a conservative perspective on the politics of education. This viewpoint emphasizes the role of schools in preserving social order and cultural continuity. Proponents believe that the primary function of the education system is to transmit the established heritage and values of the society to the younger generation. By fostering patriotism and respect for tradition, this approach aims to build a sense of shared national identity and ensures that students are integrated into the existing social and political framework of the nation.

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208. (B) Facilitators of learning
The National Curriculum Framework 2005's shift toward constructivist pedagogy has direct and profound implications for the preparation of teachers. It suggests that educators should move away from being simple transmitters of information and instead be trained as facilitators of learning. In this new role, teachers create environments where students actively build their own knowledge through exploration and inquiry. This requires a teacher education curriculum that focuses on pedagogical skills, child psychology, and reflective practice. The goal is to produce teachers who can engage students' curiosity and support their development as critical thinkers and lifelong learners in contemporary classrooms.

209. (C) Subsequent policy cycles
The concept of subsequent policy cycles highlights that policymaking is a continuous and iterative process rather than a one-time event. It acknowledges that once a policy is implemented, its outcomes and impact must be evaluated. This evaluation provides crucial feedback that may lead to the termination, continuation, or modification of the policy, effectively starting a new cycle of planning and decision-making. This cyclical approach ensures that the education system remains responsive to new data, social changes, and evolving challenges. It emphasizes that policy development is a dynamic effort at systematic improvement through constant review and adaptation.

210. (C) Utility-maximizers
The Theory of Rational Choice is based on the fundamental assumption that individuals are logical actors who behave as utility-maximizers. This means that in any given situation, including the educational sphere, people will weigh the expected costs and benefits of various options and choose the path that provides them with the greatest personal advantage or benefit. This

actors maximize their self-interest. While Post-structuralism is a significant philosophical and critical theory used in many fields, including the humanities and social sciences, it is not traditionally categorized as one of the primary foundational approaches specifically used to study the formal political processes in the same way as the other three listed frameworks.

187. (B) Identifies the least expensive way to achieve a non-monetary objective.
Cost-Effectiveness Analysis is a practical economic tool used in education when outcomes are measured in physical or non-monetary units, such as test scores or graduation rates. Its primary goal is to identify which intervention or program achieves a specific objective with the most efficient use of resources. By calculating the cost per unit of success, CEA allows decision-makers to choose the least expensive option among equally effective alternatives. This analysis is essential for improving institutional efficiency and maximizing the impact of limited educational budgets, especially when financial returns are not the primary focus of a program.

188. (D) All of the above
The view of the school curriculum as a site of struggle over values and ideology is shared across multiple political perspectives. The liberal perspective sees it as a place to promote meritocracy and equal opportunity. The conservative perspective views it as a mechanism for transmitting traditional culture and social order. The critical perspective analyzes it as a field where power dynamics and class interests are exercised and contested. Together, these viewpoints acknowledge that what is taught in schools is never neutral; it is the result of continuous negotiation and conflict among competing societal interests and worldviews.

189. (B) A powerful teacher's union lobbying for higher pay.
Determinants of educational policy are the various forces and interests that influence and shape the formulation of policies. A powerful teacher's union lobbying for higher pay is a clear example of a determinant, as it represents a significant stakeholder group exerting political pressure to influence government decisions. Other determinants include the prevailing political ideology, economic conditions, and cultural values. These forces determine the goals, priorities, and resource allocation of the education system. Understanding these determinants is essential for analyzing why certain policies are adopted and whose interests are prioritized in the political process of schooling.

190. (A) Both Statement I and Statement II are true.
The National Curriculum Framework 2005 emphasized a transformative vision where learning should be a joyful and stress-free experience for children, advocating for constructivist pedagogy. Similarly, the Yashpal Committee report of 2009 addressed the higher education sector, expressing significant concern about the fragmentation of knowledge and the need for more holistic and interdisciplinary approaches. Both documents reflect a fundamental desire to modernize and humanize the Indian education system, focusing on making learning more meaningful and integrated across all stages, from school to the university level, to better serve contemporary societal needs.

191. (B) The lifelong process of acquiring political orientations and behaviors.
Political socialization is the fundamental mechanism through which individuals develop their political attitudes, values, and identities throughout their lives. It involves acquiring the norms and beliefs that allow a person to function as an active member of their political system. This process occurs through various agents, including family, peers, media, and significantly, educational institutions. Schools transmit both the formal knowledge of the political system and the informal emotional attachments to the nation. This lifelong process ensures the continuity and stability of political culture, preparing individuals for their future roles as citizens in a pluralistic society.

192. (D) I, II, III, and IV
The process of policy formulation is a structured and evidence-based approach to problem-solving. It begins with a thorough analysis of the existing situation to identify specific challenges. This is followed by the systematic evaluation of various policy options based on their potential feasibility and consequences. Detailed planning for implementation is then crucial to ensure

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that the chosen policy is executed effectively in practice. Finally, the process is cyclical, as ongoing assessment and impact evaluation lead back to new stages of analysis and reform. This iterative nature ensures that educational policies remain relevant, effective, and responsive to societal change.

193. (B) Financial plan for the future.
Budgeting is a fundamental financial tool that serves as a blueprint for the future operations of an educational entity. It involves a systematic process of estimating anticipated revenues and planning for expected expenditures over an upcoming period. An effective budget ensures that financial resources are strategically allocated to support the institution's educational goals and objectives. It also provides a mechanism for monitoring spending and maintaining financial accountability. In this way, a budget acts as a forward-looking plan that enables schools and universities to manage their limited resources efficiently and achieve long-term sustainability and quality services.

194. (C) The actual voting record of legislators on education bills.
The behaviouralist approach to studying politics focuses on the empirical analysis of the actual actions and attitudes of individuals within the political system. Applied to education, this would involve investigating observable data such as the specific voting records of legislators on school-related bills. By quantifying and analyzing this behavior, behaviouralists seek to understand how political decisions are actually made and what factors influence the choices of policymakers. This approach provides a realistic and data-driven perspective on the exercise of power and the political dynamics that shape educational policy, moving beyond the formal legal structures of the state.

195. (C) Gramodaya Vishwavidyalayas
The National Policy on Education 1986 sought to promote rural development by recommending the creation of rural universities based on the Gandhian philosophy of self-reliance and community-centered learning. These institutions, often referred to as Gramodaya Vishwavidyalayas, were intended to bridge the gap between higher education and the needs of the rural population. They focused on providing relevant knowledge and skills that would empower local communities and foster social and economic progress in rural areas. This initiative aimed to decentralize higher education and ensure that it contributes directly to the overall transformation and prosperity of the nation's grassroots.

196. (C) Primarily builds skills or primarily certifies existing skills.
The key theoretical debate between Human Capital Theory and Signaling Theory centers on the underlying function of schooling. Human Capital Theory argues that education's primary role is to build an individual's productivity by teaching them valuable skills and knowledge. In contrast, Signaling Theory suggests that education serves mainly as a certification or proxy that informs employers about an individual's pre-existing innate abilities, such as intelligence and discipline. While both theories explain why more educated people earn higher salaries, they differ fundamentally on whether the school experience transforms the person or simply reveals their pre-existing qualities to the labor market.

197. (C) National Knowledge Commission - 1999
The pairing of the National Knowledge Commission with the year 1999 is incorrect; the commission was actually established in 2005 and submitted its reports through 2009. In contrast, the Secondary Education Commission was formed in 1953, the Kothari Education Commission began its work in 1964, and the Justice Verma Committee report was released in 2012. Correctly identifying these dates is essential for understanding the chronological development of educational reforms in India. Each of these bodies represents a significant historical milestone, reflecting the evolving priorities and the increasing focus on knowledge-based reforms and professional quality in the national education system.

198. (C) Equality of educational opportunity for all individuals.
The liberal perspective on the politics of education is fundamentally based on the values of individual liberty, meritocracy, and social mobility. It strongly advocates for the principle of equality of educational opportunity, arguing that every individual should have a fair and equal

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chance to succeed based on their own talent and effort. This perspective supports policies that remove barriers to access, such as financial or social obstacles, and provides a common foundational experience for all students. By ensuring equal opportunity, the system aims to promote justice and empower individuals to improve their lives through education in an open society.

199. (A) P-3, Q-4, R-1, S-2
Each stage of the policy formulation process involves specific and logical activities. The initial analysis stage is dedicated to defining the problem and identifying its causes. This is followed by the generation stage, where policymakers brainstorm several potential solutions. Once options are evaluated, the authoritative step of making the policy decision involves selecting one specific course of action. Finally, policy impact assessment is conducted after implementation to measure the actual results against the original objectives. This systematic sequence ensures that educational interventions are evidence-based, well-considered, and continuously evaluated for their effectiveness in achieving societal and educational goals.

200. (B) Politically aware and capable of participation.
Education for political development is a strategic educational goal aimed at fostering a robust democracy by creating an informed and engaged citizenry. It focuses on developing the cognitive skills, knowledge, and dispositions required for individuals to become politically aware and capable of active participation. This includes fostering critical thinking, an understanding of political systems, and a sense of civic responsibility. By building these capacities, the education system ensures that citizens can engage in rational debate and contribute effectively to the decision-making processes of their nation. This approach is vital for the long-term stability, quality, and progress of a democratic society.

201. (C) Justice Verma Committee
The Justice Verma Committee was established to recommend comprehensive reforms in the teacher education sector following serious concerns about declining standards and institutional regulation in India. Its 2012 report highlighted major issues regarding the professional quality and duration of teacher preparation programs. The committee recommended increasing the academic rigor and clinical intensity of training and strengthening the regulatory oversight of teacher education institutions. These proposals aimed to professionalize the sector and ensure that future teachers are well-prepared to meet the diverse and complex challenges of contemporary classrooms, ultimately improving the quality of student learning across the nation.

202. (A) Both A and R are true and R is the correct explanation of A.
The critical perspective on the politics of education argues that the curriculum is never a neutral selection of knowledge. Instead, proponents believe that the choice of what is included or excluded in textbooks and lessons reflects the power dynamics and ideologies of the dominant groups in society. By legitimizing certain types of knowledge while marginalizing others, the education system can serve to maintain and justify existing social hierarchies. This analysis seeks to uncover these hidden political forces to promote a more inclusive and transformative approach to schooling, aiming for genuine social justice and empowerment for all.

203. (B) Cost-Benefit Analysis
This study is a classic application of Cost-Benefit Analysis at the societal level. By quantifying the initial investment in education and comparing it with the long-term increase in the nation's Gross Domestic Product, the analysis measures the net economic return on educational spending in monetary terms. This approach demonstrates that education acts as a powerful driver of national prosperity and growth. CBA provides a clear economic rationale for public investment in schooling, viewing it not as a social cost but as a productive investment that yields significant financial and development benefits for the entire country over time.

204. (A) Both Statement I and Statement II are true.
Behaviouralism and the Theory of Systems Analysis offer complementary frameworks for understanding political processes. Behaviouralism focuses on the empirical study of what individual political actors actually do, rather than just the formal legal structures of the government. In parallel, the Theory of

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innovation and specialized quality improvements in teacher preparation.

169. (B) Macro level deals with the national/state economy, Micro level deals with individual institutions/households.
Educational finance is analyzed at two distinct but interrelated levels. Macro-level finance is concerned with high-level economic indicators, national planning, and the total public expenditure on education as a proportion of the Gross Domestic Product. In contrast, micro-level finance focuses on the financial management and resource allocation within individual educational institutions or households, such as a school's budget or a family's spending on tuition. Both levels are essential for a complete understanding of how financial resources are raised, distributed, and utilized across the entire system to achieve both national and individual goals.

170. (A) Both Statement I and Statement II are true.
The liberal perspective emphasizes education as a mechanism for social mobility and advocates for equal opportunities to ensure fairness. In contrast, the critical perspective provides a more skeptical analysis, arguing that in practice, schools often serve to reproduce existing social hierarchies and power dynamics rather than providing true equality. While the liberal view represents the ideal of meritocracy, the critical view unmasks the institutional barriers and hidden inequities that can prevent that ideal from being realized. Together, these perspectives provide a comprehensive framework for analyzing the social purpose and the actual impact of educational systems.

171. (B) A Programme of Action (PoA) to implement the NPE of 1986.
The 1992 education document in India was not a new policy but a revised 'Programme of Action' designed to facilitate the effective implementation of the National Policy on Education 1986. It provided detailed guidelines and strategies for translating the goals of the 1986 policy into practice across various educational sectors. The PoA 1992 emphasized addressing regional and social disparities and improving the quality of schooling and teacher education. This document served as a practical roadmap for educational reform, ensuring that the visionary ideas of the original policy were operationalized through specific programs and institutional initiatives.

172. (C) II, III and IV only
Policy formulation is a continuous and iterative process rather than a linear event with a definite end. It involves several key stages, including the creative generation of policy options and the systematic evaluation of those options based on feasibility and impact. The concept of subsequent policy cycles highlights that the process is ongoing, as evaluation findings lead to the refinement or replacement of policies over time. This cyclical nature ensures that the education system remains responsive to new data and changing social needs. Effective policy development is thus a dynamic effort at continuous improvement and systematic problem-solving.

173. (A) Both A and R are true and R is the correct explanation of A.
The National Knowledge Commission 2007 recommended a massive expansion of the Indian university system as a strategic national priority. The commission argued that significantly increasing the Gross Enrolment Ratio in higher education was essential for India to transform into a global knowledge-based economy. By providing more students with access to high-quality university education and research opportunities, the nation could foster innovation and build a highly skilled workforce capable of competing effectively in the twenty-first century. This recommendation emphasized that higher education is a vital driver of national progress, innovation, and global competitiveness.

174. (B) Theory of Systems Analysis
The Theory of Systems Analysis provides a powerful framework for understanding how political decisions are made within a structured environment. It analyzes politics by looking at the flow of inputs, such as societal demands and financial support, into the political system, where they are processed through a conversion stage to produce outputs like laws and policies. The model also includes feedback loops where the results of these outputs influence future inputs. This approach is particularly useful for studying the complex and interdependent relationship between educational institutions,

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assumption applies to all stakeholders, including parents choosing a school, students selecting a major, and policymakers negotiating legislation. Rational choice provides a framework for understanding and predicting behavior by focusing on the strategic and self-interested calculations that drive individual decision-making.

211. (D) Kothari Education Commission (1964-66)
The Kothari Education Commission was the first major body to strongly articulate the need for a national system of education in India. Its seminal report recommended a unified educational structure of 10+2+3 across the entire country to ensure consistency and mobility. The commission argued that such a national system was essential for promoting social integration and achieving the goal of national development. By providing a comprehensive roadmap for all levels of education, the commission's work laid the foundation for subsequent national policies and remains one of the most influential milestones in the history of Indian educational reform.

212. (B) Transmit the political culture of the society.
In the process of political socialization, schools function as major agents that transmit the prevailing political culture of the society to the younger generation. Through both the formal curriculum, which teaches about government and history, and the informal climate, which introduces concepts of authority and cooperation, schools help students acquire the values, norms, and emotional attachments that define their citizenship. This ensures the continuity and stability of the political system by integrating new members into the shared political identity. This role of educational institutions is fundamental for maintaining the legitimacy and orderly functioning of any political community.

213. (B) Education policy is formulated without considering national priorities.
The linkage between educational policy and national development is considered weak when schooling goals are developed in isolation from the broader economic, social, and political needs of the country. For education to act as a driver of progress, its policies must be strategically aligned with national priorities, such as building a skilled workforce or promoting social cohesion. When this alignment is missing, the education system may fail to provide the human capital and values required for national growth. A robust linkage ensures that educational outcomes directly contribute to the overall prosperity, stability, and advancement of the entire society.

214. (B) Public protests demanding smaller class sizes
In the Theory of Systems Analysis, inputs represent the various demands and types of support that flow from the societal environment into the political system. Public protests demanding smaller class sizes are a clear example of an input, as they represent the pressures and expectations from the citizenry for the system to act or change. These inputs are then processed through the legislative and administrative channels to produce authoritative outputs, such as new laws or funding decisions. Understanding the nature and intensity of inputs is vital for analyzing how the political system responds to the evolving needs and values of its population.

215. (D) I, III, and IV only
Educational entities and frameworks serve distinct roles in reform. The National Commission on Teachers 1999 investigated the status and conditions of educators, and the National Knowledge Commission 2007 was indeed chaired by Sam Pitroda. The NCFTE 2009 provided a modernized framework specifically for teacher preparation. However, the National Curriculum Framework 2005 was developed by the NCERT, not just any general entity, making the II statement incomplete without that specification. Correctly identifying the origin and leadership of these various bodies is essential for professional educational knowledge and understanding the systematic efforts that have shaped Indian schooling and teacher education over several decades.

216. (D) The economics of education
Cost-Benefit Analysis and Cost-Effectiveness Analysis are fundamental economic tools used to evaluate the efficiency and productivity of educational investments. These analytical methods allow researchers and policymakers to compare the financial costs of programs with their outcomes, which may be measured in monetary or non-monetary units. By applying these tools, the field of the economics of

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education provides evidence-based insights into how resources should be allocated to maximize student achievement and national growth. This quantitative approach is essential for making rational decisions about schooling in a world of limited financial resources, ensuring that educational spending is both effective and sustainable.

217. (B) How power relations and social control are exercised through schooling.
The critical perspective on the politics of education is primarily interested in uncovering how schools function as sites for the exercise of power and social control. Proponents of this view analyze how institutional structures, the curriculum, and disciplinary practices can reflect the ideology of dominant groups and serve to maintain existing social hierarchies. Rather than seeing education as neutral, they investigate how it can reproduce social inequality or be used as a tool for resistance and transformation. By unmasking these hidden dynamics, the critical perspective aims to promote a more just and emancipatory form of education that empowers marginalized groups.

218. (B) Implement and operationalize the National Policy on Education of 1986.
The Programme of Action 1992 was a strategic document formulated to implement and operationalize the visionary goals of the National Policy on Education 1986. It provided a detailed and practical roadmap for translating the policy's recommendations into specific programs and institutional initiatives across the country. The PoA focused on key areas like universalizing elementary education, improving the quality of schooling, and reforming teacher education. By providing clear guidelines and assigning responsibilities, the 1992 document aimed to ensure that the 1986 policy was executed effectively at the grassroots level, leading to meaningful and lasting educational progress in India.

219. (A) Both A and R are true and R is the correct explanation of A.
The analysis of the existing situation is a critical and foundational first step in the systematic process of policy formulation. This stage involves a rigorous assessment of current data to identify specific problems, their magnitude, and their underlying causes. Without a clear and evidence-based understanding of the problem, any resulting policy would likely be ineffective or misaligned with actual needs. This analytical step provides the necessary rationale and context for developing potential solutions. An evidence-based approach ensures that policies are relevant and have a solid baseline against which their eventual success and impact can be accurately measured over time.

220. (B) Human Capital Theory
The concept that investing in the education and health of a population leads to significant economic growth is the central tenet of Human Capital Theory. This theory posits that schooling and healthcare are not just social expenditures but are productive investments that enhance the skills, knowledge, and physical capabilities of individuals. A more capable workforce is more efficient, innovative, and productive, which in turn drives national prosperity and development. This economic perspective provides a foundational rationale for both private and public spending on human resources, viewing people as the most valuable asset a nation can develop for its long-term success.

221. (C) This question is flawed; all had teacher education as a significant part.
Teacher education has consistently been recognized as a cornerstone of educational reform in India. Major bodies like the Kothari Commission, the National Policy on Education 1986, and the Justice Verma Committee 2012 all made significant and detailed recommendations concerning the preparation, professional status, and training of teachers. They acknowledged that the quality of student learning is directly dependent on the competence and motivation of educators. Therefore, any comprehensive educational policy or review in the country has necessarily included teacher education as a central and vital component of its reform vision, highlighting its indispensable role in national progress.

222. (A) Both Statement I and Statement II are true.
Different political perspectives prioritize different values in the educational environment. The conservative perspective often emphasizes

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discipline, respect for authority, and the transmission of established social and moral norms to maintain order. In contrast, the liberal perspective tends to value individual autonomy, creativity, and the development of critical thinking to foster personal growth and social mobility. While one focuses on social stability and continuity, the other focuses on individual empowerment and self-expression. Both perspectives offer distinct visions for the classroom climate and the ultimate goals of schooling, reflecting the diverse ideological debates that shape educational policies and practices.

223. (B) P-2, Q-1, R-4, S-3
Educational finance and economic theories utilize distinct concepts at different levels. Macro-level finance deals with national expenditure as a proportion of GDP, while micro-level finance focuses on the internal budgeting of specific institutions. Human Capital Theory views skills and knowledge as valuable assets embodied in people, while Signaling Theory sees education as a certification or proxy for pre-existing innate ability. Correctly understanding these definitions is essential for applying economic principles to analyze how resources are raised and utilized and how schooling contributes to both individual career success and the overall economic growth and development of the entire nation.

224. (B) Foster the skills and dispositions necessary for an effective democratic citizenry.
The main purpose of education for political development is to empower individuals to function as informed and active participants in their democracy. This involves fostering a range of skills and dispositions, such as critical thinking, a deep understanding of political systems and rights, and a sense of civic duty and responsibility. By building these capacities, the education system ensures that citizens can engage in rational debate and contribute effectively to the collective decision-making processes of their society. This goal is vital for maintaining a healthy, robust, and stable political system that can adapt to changing societal needs and progress effectively.

225. (C) Integrating the various regulatory bodies into one commission.
A primary and radical recommendation of the Yashpal Committee report of 2009 was to de-stress the Indian higher education system by reforming its complex regulatory framework. The committee suggested integrating the various specialized regulatory bodies, such as the UGC and AICTE, into a single, overarching commission. This proposed body, the National Commission for Higher Education and Research, was intended to reduce academic fragmentation and promote a more holistic, flexible, and interdisciplinary approach to university learning and research. By simplifying regulation, the committee aimed to rejuvenate higher education and ensure it can effectively meet the challenges of a modern knowledge society.

226. (C) Obfuscation of policy goals
Policy formulation is a structured and transparent process that involves several logical stages to ensure its effectiveness. These include the analytical analysis of the current situation, the creative generation of various policy options, and the systematic evaluation of those options based on feasibility and impact. Planning for implementation is also a crucial step to ensure that the chosen decision is executed effectively. In a democratic society, the deliberate obfuscation of policy goals is not a valid or ethical part of this process; instead, clear communication and stakeholder engagement are essential for building legitimacy and ensuring the success of educational reforms.

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227. (C) Empirical observation and quantification
A key tenet of the behaviouralist approach to understanding politics is its strong emphasis on empirical observation and the use of quantitative methods. Behaviouralists moved away from philosophical speculation and formal legal analysis to focus on the study of the actual actions, attitudes, and behaviors of individuals and groups. By collecting data and using statistical tools to analyze activities like voting patterns and decision-making, this approach seeks to provide a realistic and evidence-based understanding of how political processes function in practice. This focus on objective observation has significantly influenced how researchers study the political dynamics that shape the development of educational policy.

democratic health of the entire nation and its citizenry.

251. (B) The isolation of training colleges and their theoretical focus
The Secondary Education Commission, also referred to as the Mudaliar Commission, identified that teacher training institutions were disconnected from the practical realities of school environments. It observed that these colleges functioned in isolation and relied heavily on theoretical instruction rather than hands-on experience. To fix this, it recommended integrating demonstration schools for better practical exposure and training.

252. (A) the creation of comprehensive colleges of education and university integration.
The Kothari Education Commission aimed to elevate the status and quality of teacher training by moving it into the mainstream academic fold. Its recommendations included setting up comprehensive colleges and ensuring teacher education was fully integrated with the university system. This approach was designed to foster academic rigour and provide a more holistic developmental environment for educators.

253. (C) A view of teacher training as a continuous process rather than a single event
Both the Mudaliar and Kothari commissions shifted the fundamental understanding of professional preparation for teachers. Instead of treating training as a finite, one-off certification, they promoted the idea that professional growth is an ongoing, lifelong journey. This perspective emphasizes that educators require continuous development throughout their careers to effectively improve the quality of school education.

254. (D) improving teachers' salary and service conditions.
While both commissions sought to improve training, the Kothari Education Commission uniquely emphasized the economic and professional status of teachers. It argued that attracting high-quality talent to the teaching profession required better remuneration and improved service conditions. This focus on financial incentives and better working environments distinguished its comprehensive approach from the earlier diagnosis of the Mudaliar Commission.

255. (C) the quality of teachers is the most critical factor in the quality of national education.
The primary philosophy guiding the Kothari Commission was the direct correlation between teacher competence and national educational standards. It posited that no system of education could rise above the caliber of its educators. Consequently, its recommendations focused on making teacher education more rigorous and integrated to ensure that the nation's future was shaped by well-trained professionals.

256. (B) To enhance the quality of elementary education at the grassroots level
The National Policy on Education established District Institutes of Education and Training to provide specialized support for elementary schooling. These institutes were designed to operate at the grassroots level, offering both pre-service and in-service training specifically tailored to local needs. This decentralization ensured that primary school teachers received relevant academic guidance and resource support within their specific districts.

257. (D) a decentralized, tiered structure for continuous professional development.
The policy framework from 1986 and 1992 introduced a structured approach to teacher growth through various institutional levels. By establishing DIETs, CTEs, and IASEs, the policy created a decentralized network that supported teachers throughout their careers. This tiered system moved away from sporadic training sessions toward a permanent and systematic institutional mechanism for continuous professional development.

258. (A) secondary teacher education, research, and resource support.
Colleges of Teacher Education and Institutes of Advanced Study in Education were designated as specialized centers for the secondary education sector. Their responsibilities included providing high-quality training programs, conducting academic research, and offering necessary resource support to schools. These institutions formed the higher tiers of the training structure,

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upon the evidence and lessons learned from the previous one for improvement.

234. (A) Both Statement I and Statement II are true.
The Theory of Systems Analysis provides a comprehensive framework for understanding politics by using the metaphor of a living organism to describe how the political system functions and adapts. It analyzes the continuous flow of inputs, such as societal demands and financial support, from the environment into the system. These inputs are then processed through administrative and legislative channels to produce authoritative outputs like laws and educational policies. This model emphasizes the interdependence between the system and its environment, highlighting how feedback from the results of policies constantly influences future inputs and ensures the system remains responsive to changing social needs.

235. (B) Chattopadhyaya Committee (1985) and NPE (1986)
The National Council for Teacher Education was given statutory status following the recommendations of the Chattopadhyaya Committee and the National Policy on Education 1986. While the NCTE had existed since 1973 as an advisory body, the 1986 policy recognized the need for a more powerful statutory body to maintain and regulate standards in teacher education across India. This change, formally enacted in 1993, empowered the NCTE to oversee the quality of training institutions and programs. This institutional reform was a landmark step in professionalizing teacher preparation and ensuring that teachers are well-equipped with the skills and knowledge required for contemporary classrooms.

236. (C) School admission based on family background and wealth.
The liberal perspective on the politics of education is fundamentally based on the values of meritocracy and equality of educational opportunity. Consequently, it would strongly oppose school admission policies based on family background or wealth, as these create unfair barriers to success. Liberals argue that every individual should have an equal chance to succeed based on their own talent and effort, regardless of their social or economic status. This perspective supports policies that remove obstacles to access and provide a common foundational experience for all students. By promoting merit-based systems, the liberal view aims to foster social mobility and ensure a more just and open society.

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237. (B) Budgeting
Budgeting is a fundamental financial management process that involves creating a detailed blueprint of expected income and planned expenditure for an upcoming year. For an educational institution, a budget serves as a strategic roadmap that ensures financial resources are aligned with its academic and operational goals. It allows the institution to allocate funds to various programs, departments, and infrastructure needs and provides a mechanism for monitoring and controlling spending. Effective budgeting is essential for maintaining accountability, financial stability, and institutional efficiency, ensuring that the school can provide quality services and achieve its long-term objectives within its specific resource constraints.

238. (A) Both A and R are true and R is the correct explanation of A.
The National Curriculum Framework 2005 recommended the integration of work and education as a key pedagogical strategy. This proposal was based on the belief that connecting practical work with academic learning would help reduce the traditional gap between the school, home, and community. By making education more grounded in real-world experiences, learning becomes more meaningful and relevant for students. This approach also fosters a respect for labor and provides students with practical skills and a deeper understanding of their social environment. Integrating work and education is a central tenet of making schooling more holistic, engaging, and aligned with contemporary societal needs.

239. (A) The Theory of Rational Choice
The perspective that views education as a marketplace is most closely aligned with the Theory of Rational Choice. This theory assumes that individuals are logical, self-interested actors who make strategic decisions to maximize their own personal utility or advantage. In the context of schooling, parents and students function like consumers, weighing the costs and benefits of

different educational options and choosing the path they believe will provide the greatest benefit. This approach emphasizes individual choice and institutional competition as primary drivers of quality and efficiency in the education system, viewing political and educational outcomes as the aggregate result of these strategic individual decisions.

240. (B) Knowledge Society
The National Knowledge Commission, established in 2007 under the chairmanship of Sam Pitroda, was specifically tasked with recommending reforms to transform India into a global knowledge society. The commission argued that in the twenty-first century, knowledge is the primary driver of national prosperity, innovation, and competitiveness. Its wide-ranging recommendations focused on enhancing access to knowledge, improving the quality of higher education and research, and promoting the application of knowledge across all sectors of the economy. By building a robust knowledge infrastructure, the commission aimed to empower all citizens and ensure that India can compete effectively and lead in the emerging global knowledge-based economy.

241. (B) I, II, III, V only
Landmark commissions and committees have shaped Indian education with specific and identifiable contributions. The Secondary Education Commission recommended multipurpose schools, the Kothari Commission proposed the 10+2+3 structure, and the NPE 1986 launched 'Operation Blackboard'. The Yashpal Committee 2009 suggested the creation of a single higher education regulator, the NCHER. However, while the Justice Verma Committee 2012 did focus on quality teacher education, the pairing in the statement may be incomplete without mentioning its specific regulatory and durational reforms. Correctly identifying these primary associations is essential for understanding the systematic and multi-faceted history of educational policy and institutional development in the country over several decades.

242. (A) Cost-Benefit Analysis
This question is a central focus of Cost-Benefit Analysis applied to the individual level of educational investment. CBA involves quantifying all the financial costs of pursuing a degree, such as tuition and foregone earnings, and comparing them with the expected monetary benefits, such as a higher lifetime salary. By expressing all impacts in a single monetary unit, this analysis allows for a precise evaluation of the net financial return on the investment. CBA provides a rational framework for individuals and society to assess whether a specific educational program is economically viable and efficient, helping to guide informed choices about the allocation of resources for schooling.

243. (C) Making the policy decision
The authoritative choice of a single policy solution from a list of alternatives is the central stage of making the policy decision. This phase involves a formal commitment by the authorized government body to a specific course of action after considering competing priorities, stakeholder interests, and limited resources. Once the choice is made, it marks the transition from analysis and the generation of options to official government action. This decision reflects the prevailing political values and priorities and provides the basis for the subsequent stages of detailed planning and implementation. It is the most significant authoritative step in the systematic process of policy formulation.

244. (B) Political continuity and legitimacy
A main goal of political socialization through the education system is to ensure the long-term continuity and legitimacy of the political system. By transmitting societal values, norms, and a shared national identity to the younger generation, schools help integrate new members into the political culture. This process builds emotional bonds to the nation and fosters a respect for established authority and democratic principles. By fostering a sense of shared purpose and consensus, political socialization through education contributes to the stability and orderly functioning of the state, ensuring that the political system maintains the support and legitimacy required for its survival across generations.

245. (B) P-3, Q-1, R-2, S-4
Different political perspectives prioritize distinct values and goals for the education system. The liberal perspective focuses on fostering individual opportunity and meritocracy, while the

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conservative view emphasizes the preservation of tradition and social order. The critical perspective aims for social emancipation and justice by unmasking power dynamics. Finally, the Theory of Rational Choice investigates how actors make decisions to maximize their personal utility. Together, these frameworks provide a comprehensive set of lenses for analyzing the diverse ideologies and motivations that shape educational policies and individual choices in schooling, reflecting the complex and contested nature of the social purpose of education.

246. (B) Yashpal Committee Report (2009)
The Yashpal Committee report of 2009 highlighted the significant problem of academic fragmentation and the 'degrees of separation' between different fields of knowledge in the Indian higher education system. It argued that the rigid silos between disciplines were hindering the quality of learning and research. Consequently, the report advocated for a more holistic, integrated, and interdisciplinary approach to university education. By encouraging the rejuvenation of universities as centers for diverse and interconnected knowledge creation, the committee aimed to modernize higher education and ensure it can effectively address the complex and multi-faceted challenges of a contemporary knowledge-based society.

247. (C) Statement I is true, but Statement II is false.
The National Curriculum Framework for Teacher Education 2009 envisions a teacher as a reflective practitioner, which is a key goal for modernizing Indian classrooms. However, the second statement is incorrect. A reflective practitioner is precisely one who does NOT uncritically follow instructions. Instead, they are professionals who continuously analyze their own teaching methods, question their assumptions, and adapt their practices to meet the diverse needs of their students. This approach emphasizes intellectual engagement, critical thinking, and a commitment to ongoing professional improvement. The NCFTE aims to produce educators who are competent, socially sensitive, and capable of facilitating the active construction of knowledge.

248. (C) Economic
The determinant of educational policy that relates to a country's financial capacity to fund its initiatives is primarily economic. Economic conditions, including the overall national income and resource availability, dictate the limits of what a government can achieve in its education sector. This determinant influences total public expenditure, the funding of specific programs, and the long-term sustainability of reforms. Understanding the economic context is essential for policymakers to create realistic and effective strategies that align educational goals with the financial reality of the nation. Resource constraints are a fundamental factor that shapes the scale and quality of the schooling provided to the citizenry.

249. (C) The knowledge and skills of a trained surgeon.
The knowledge and skills of a trained surgeon are a classic example of human capital. Unlike physical capital, such as machinery, or financial capital, like money, human capital consists of the intangible assets and capabilities that are embodied within an individual. These competencies are developed through education, training, and experience, and they increase a person's productivity and value in the labor market. Human capital theory views schooling as a deliberate investment that builds these valuable assets, ultimately contributing to both personal career success and the overall economic growth and development of the nation by fostering a highly skilled and capable workforce.

250. (A) Educational institutions are key sites for political socialization and are shaped by political decisions.
The relationship between politics and education is deeply integrated and reciprocal. Educational institutions are primary sites for political socialization, where future citizens acquire the values, norms, and attitudes that shape their political identity. Simultaneously, schools are significantly shaped by the authoritative decisions, legislation, and funding priorities of the political system. This dynamic interaction ensures that education reflects and contributes to the political culture and stability of the society. Understanding this relationship is essential for analyzing how educational policies are formulated and implemented and how schooling influences the long-term development and

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educators benefit from a diverse academic and research-oriented environment.

267. (B) reflective, humane, and capable of self-directed learning.
The National Curriculum Framework for Teacher Education sought to produce educators who are more than just subject experts. It prioritized the development of reflective and humane professionals who can analyze their own practices. By emphasizing self-directed learning, the framework aimed to prepare teachers who are committed to continuous self-improvement and are sensitive to the diverse needs of students.

268. (A) the proliferation of substandard teacher education institutions.
This committee was established specifically to address the declining quality of teacher education in India. There were significant concerns regarding the rapid increase of private institutions that did not meet required academic or professional standards. Consequently, the report focused on implementing stricter regulations and ensuring that only high-quality programs were allowed to operate within the national education system.

269. (C) overcoming intellectual isolation and promoting a more integrated, reflective approach.
Both reports advocate for a fundamental change in how teachers are trained, moving away from narrow, isolated models. They emphasize the importance of integrating theoretical knowledge with practical experience and ending the separation of teacher training from wider academic disciplines. This shared focus aims to create a more thoughtful, well-rounded educator who can engage with knowledge holistically and reflectively.

270. (D) Making teacher eligibility tests mandatory
To ensure a baseline level of competence across the teaching workforce, the Justice Verma Committee recommended the mandatory implementation of teacher eligibility tests. This measure was part of a broader effort to improve the rigour and quality of the profession. By requiring candidates to pass these assessments, the committee sought to filter out unqualified individuals and maintain high professional standards.

271. (C) Analysis of the existing situation
The educational policy formulation cycle commences with a diagnostic phase focused on understanding the current landscape. During this stage, policymakers collect data and identify specific problems within the education system. This thorough analysis provides the evidence base required to define the challenges that the new policy will eventually need to address through subsequent strategic interventions and decisions.

272. (B) assessing the feasibility, costs, and potential impacts of various strategies.
Once potential solutions have been generated, they must be systematically appraised to determine their viability. This stage involves weighing the expected benefits against the required resources and potential risks of each alternative. By assessing feasibility and impact, policymakers can identify which strategies are most likely to succeed in the real world before committing to a final decision.

273. (D) To measure the effectiveness of a policy after it has been implemented.
A policy impact assessment is performed after a strategy has been put into action to determine its success. It involves gathering evidence to see if the policy achieved its original objectives and identifying any unintended consequences. The findings from this evaluation are essential for accountability and provide the necessary data to inform future improvements or policy adjustments.

274. (A) findings from the assessment of one policy inform the next policy cycle.
The policy process is considered cyclical because it is a continuous loop of improvement rather than a linear sequence. The results gained from assessing the impact of a current policy serve as the starting point for the next round of analysis and planning. This allows the system to adapt to changing needs and refine strategies based on real-world outcomes.

275. (C) Evaluation of policy options
When decision-makers are actively comparing multiple strategies by analyzing their respective costs and benefits, they are in the evaluation phase. This specific step is dedicated to judging

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ensuring that secondary educators had access to advanced professional growth.

259. (C) ad-hoc training programs to a sustained institutional mechanism.
A significant shift introduced by the NPE 1986 was the transition from irregular, temporary training initiatives to a permanent infrastructure. By creating dedicated institutions like DIETs and CTEs, the policy ensured that teacher development was no longer dependent on occasional programs. Instead, it established a sustained and systematic mechanism for the continuous professional empowerment of the teaching workforce.

260. (A) institutional infrastructure is essential for the effective delivery of teacher development.
The policy's focus on building a network of DIETs, CTEs, and IASEs underscores the belief that teacher development requires a strong physical and organizational foundation. It highlights that educational reforms cannot be successfully implemented without the necessary institutional infrastructure. Providing these permanent facilities was seen as crucial for delivering consistent, high-quality training and support to educators nationwide.

261. (D) Creating a professional code of ethics for teachers
The National Commission on Teachers focused on enhancing the professional standing and standards of the teaching community. One of its key recommendations involved the development of a formal code of ethics to guide professional conduct. This measure aimed to balance teacher empowerment with accountability, ensuring that educators maintained high ethical standards while fulfilling their vital roles in society.

262. (B) transmitter of information to facilitator of knowledge.
The National Curriculum Framework adopted a constructivist viewpoint, fundamentally changing the expected classroom dynamic. It moved away from traditional models where teachers simply delivered information to passive students. Instead, teachers were encouraged to act as facilitators who help children construct their own understanding. This shift recognizes learners as active participants who require guidance rather than just instruction.

263. (C) Closer integration with the mainstream university system
To create a knowledge-based society, the National Knowledge Commission recommended deep reforms in the way teachers are prepared. It specifically advocated for the integration of teacher training institutions into the broader university environment. This move was intended to end their isolation, increase intellectual rigour, and foster interdisciplinary collaboration, ensuring that teacher education meets modern academic and social requirements.

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264. (D) fostering critical thinking and creativity in students.
Under the constructivist model promoted by the National Curriculum Framework, the goal of education is to empower students as active learners. Educators must be prepared to create environments that stimulate cognitive development rather than rote memorization. This requires teachers to focus on fostering critical thinking skills and encouraging creativity, allowing students to explore and build knowledge through active engagement.

265. (A) a more intellectually rigorous and less isolated teacher education system.
Both frameworks converge on the necessity of elevating teacher preparation by connecting it with broader academic excellence. They argue for moving away from isolated training centers toward a more robust, university-integrated system. This transformation is intended to provide future teachers with the intellectual rigour and interdisciplinary exposure needed to handle complex educational challenges in a modern, knowledge-driven society.

266. (B) To situate teacher education programs within universities to end their isolation
The Yashpal Committee highlighted that teacher training suffered from significant intellectual isolation when conducted in standalone institutes. To address this, it recommended that all teacher education programs be housed within multi-disciplinary universities. This structural change was designed to promote a more holistic understanding of knowledge and ensure that

228. (A) IV, III, II, I
Placing major Indian educational documents in their order of occurrence reflects the evolution of national policy. The National Policy on Education was formulated in 1986. This was followed by its revised Programme of Action in 1992 to facilitate implementation. Later, the National Curriculum Framework was released in 2005 to modernize school education. Finally, the National Curriculum Framework for Teacher Education was introduced in 2009 to align teacher preparation with the new school vision. This chronological sequence demonstrates the systematic transition from broad policy goals to detailed implementation strategies and specialized curriculum frameworks for both schooling and teacher education.

229. (B) Cost-Effectiveness Analysis
This is a clear application of Cost-Effectiveness Analysis in educational decision-making. When two interventions are equally effective at achieving a non-monetary goal, such as teaching reading, the rational and efficient choice is to select the option that costs less. By calculating the cost per student for each method, CEA allows policymakers to identify the most efficient way to achieve the desired learning outcome with limited resources. This analytical tool is essential for improving institutional performance and ensuring that educational spending is maximized to provide the greatest possible benefit to students while maintaining financial accountability and sustainability.

230. (C) Reciprocal, with each influencing the other.
The relationship between politics and education is fundamentally reciprocal and bidirectional. Political ideologies, decisions, and legislation directly shape the structure, goals, and funding of the education system. Conversely, the education system influences the political landscape by socializing future citizens and shaping their political attitudes, values, and capacity for participation in a democracy. Schools transmit the prevailing political culture while also providing the skills necessary for critical evaluation and change. This dynamic interaction ensures that education and the political system are mutually constitutive, with each continuously influencing the development, stability, and progress of the other in a society.

231. (B) I, II, and III only
Major commissions have shaped Indian education with specific and diverse recommendations. The Kothari Commission promoted agricultural and vocational education, and the NPE 1986 introduced the concept of a national system of education. The Yashpal Committee 2009 suggested significant reforms for higher education, including addressing the status of deemed universities. However, the Justice Verma Committee report on teacher education 2012 focused on quality and rigor, not just a specific B.Ed. duration as stated in the IV statement. Correctly identifying these primary objectives is essential for professional educational knowledge and understanding the historical milestones that have transformed schooling and the university system in India.

232. (B) Signaling Theory
An individual who values a prestigious degree primarily for the social status and elite networks it provides is implicitly subscribing to the logic of Signaling Theory. According to this perspective, the primary economic and social value of a high-level credential lies not in the specific skills learned, but in what it signals to others about the holder's innate ability, discipline, and background. Completing a rigorous degree at a top institution acts as an efficient filtering mechanism that informs employers and elite social circles that the individual possesses desirable traits. In this view, education serves mainly as a powerful proxy for pre-existing qualities and social capital.

233. (B) Policy impact assessment
Policy impact assessment is the final stage of a single policy cycle, where the actual results of an intervention are measured against its original objectives. However, this stage also serves as a vital transition point, as its findings provide the crucial information needed for the beginning of the next cycle. By evaluating whether a policy succeeded or failed, impact assessment provides evidence-based feedback that informs the initial stage of subsequent reform—analyzing the new situation. This ensures that the entire policymaking process remains continuous, iterative, and responsive, as each cycle builds

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the worth and practicality of different potential solutions. It ensures that the final choice is based on a rational comparison of how well each option can achieve the desired educational goals.

276. (A) To serve as a strategic framework for achieving national goals through education
Educational policy acts as a primary tool for aligning the learning system with a nation's broader socio-economic and political objectives. It provides a structured plan for using education to drive economic growth, promote social justice, and maintain stability. By translating national aspirations into concrete goals, policy ensures that the education sector effectively contributes to the holistic development of the country.

277. (D) Institutional autonomy
While several factors shape the direction of educational strategies, the passage specifically highlights economic conditions, political ideologies, and social demands as key determinants. These external pressures influence how policies are formulated to meet national priorities. Institutional autonomy, which refers to the independence of individual schools or universities, is not identified in the text as a primary driver of national-level policy.

278. (B) policy directs education, and educational outcomes in turn influence national development.
The connection between policy and development is a two-way process. Educational policies are designed to guide the system toward achieving specific national outcomes. In return, the success or failure of these educational efforts directly impacts the nation's future growth and social health. This feedback loop ensures that education both responds to and actively shapes the path of national progress.

279. (C) a policy promoting universal elementary education.
The passage illustrates how specific educational goals serve broader social purposes by citing universal elementary education as a means to achieve social equity. By ensuring that all children, regardless of background, have access to basic schooling, the policy aims to level the playing field. This example demonstrates how educational access is used as an instrument for social justice.

280. (D) a reflection of the nation's broader priorities and values.
Educational policy is inherently tied to the identity and future goals of a nation. It is not merely an administrative document but a mirror reflecting what a society values most, whether it be economic competition, cultural heritage, or social equality. Therefore, the strategic choices made within these policies reveal the underlying priorities and long-term aspirations of the country's leadership and citizens.

281. (A) CBA measures outcomes in monetary terms, while CEA measures efficiency in achieving a pre-determined, non-monetized outcome.
Cost-Benefit Analysis focuses on whether an investment is worth the expense by translating all outcomes into monetary values. In contrast, Cost-Effective Analysis is used when the goal is already set, such as increasing literacy. CEA evaluates different methods to find the one that reaches that fixed goal at the lowest cost, without necessarily putting a price tag on the result.

282. (B) determining if a national project to expand universities is an economically sound investment.
Cost-Benefit Analysis is best suited for major investment decisions where the long-term economic returns, such as increased tax revenue from a more educated workforce, can be weighed against the initial capital expenditure. It helps governments decide if the broad financial benefits of a project justify the total costs. This makes it ideal for evaluating large-scale initiatives like university expansions.

283. (B) Cost-Effective Analysis, because the goal is fixed and they are seeking the lowest-cost method.
When an educational body has a specific, non-monetary target, such as improving graduation rates, and needs to choose between different programs to reach it, Cost-Effective Analysis is the appropriate tool. This method allows them to compare the expenses of various interventions aimed at the same outcome. It identifies the most efficient path to success without requiring the outcome itself to be monetized.

284. (A) requires both costs and benefits to be expressed in monetary terms.

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(C) Divergent thinking
(D) Metacognitive awareness

42. Statement I: Social intelligence is the ability to get along and induce cooperation.
Statement II: Emotional intelligence is focused solely on others' emotions.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

43. Which of the following are often considered 'higher-order thinking skills'?
1. Problem Solving,
2. Critical Thinking,
3. Metacognition,
4. reativity,
5. Emotional Intelligence.

(A) 1, 2, and 4 only
(B) 1, 2, 3, and 4
(C) 3, 4, and 5 only
(D) All of the above

44. Which of the following is NOT a principle of learning?
(A) Learning requires active participation.
(B) Learning is an automatic process that requires no effort.
(C) Learning is more effective when it is goal-directed.
(D) Feedback and reinforcement enhance learning.

45. In the context of learning theories, which approach emphasizes the role of observable behaviors and environmental stimuli?
(A) Cognitive approach
(B) Humanistic approach
(C) Behaviouristic approach
(D) Psychoanalytic approach

46. Which theorist is most closely associated with learning through observation and modeling, also known as social learning?
(A) B.F. Skinner
(B) Jean Piaget
(C) Ivan Pavlov
(D) Albert Bandura

47. In classical conditioning, a neutral stimulus that eventually triggers a response after association with an unconditioned stimulus is called a(n):
(A) Conditioned Stimulus (CS)
(B) Unconditioned Stimulus (UCS)
(C) Unconditioned Response (UCR)
(D) Conditioned Response (CR)

48. A teacher gives a student a star for every five correct answers. This is an example of which principle of operant conditioning?
(A) Negative reinforcement
(B) Positive reinforcement
(C) Punishment
(D) Extinction

49. Cognitive theories of learning, unlike behaviouristic theories, place emphasis on:
(A) external rewards and punishments.
(B) internal mental processes like thinking and memory.
(C) observable behaviors only.
(D) stimulus-response connections.

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50. According to Albert Bandura, which of the following is a crucial factor affecting social learning?
(A) The learner's ability to pay attention to the model.
(B) The genetic predisposition of the learner.
(C) The unconscious desires of the learner.
(D) The physical strength of the learner.

51. "The capacity to interact effectively with others in social situations" is the definition of:
(A) Social cognition
(B) Socialization
(C) Social competence
(D) Social intelligence

52. The process of how people interpret, remember, and use information about the social world is known as:
(A) Social learning
(B) Social competence
(C) Social relationship
(D) Social cognition

53. Which of the following is an example of a primary socialization goal?
(A) Teaching a child a specific vocational skill.

293. (D) To serve as a financial plan for planning, control, and evaluation
Within an educational institution, a budget acts as a comprehensive financial roadmap for a specific period. It allows administrators to plan for future expenses, exercise control over current spending, and evaluate financial performance at the end of the term. By aligning monetary resources with academic objectives, the budget ensures that the institution can meet its goals efficiently and transparently.

294. (B) scale of analysis, with macro focusing on the system and micro on the institution.
The primary distinction between macro and micro levels in educational finance is the scale at which they operate. Macro-level analysis looks at the big picture, involving national expenditures and system-wide funding sources. Micro-level analysis, however, narrows its focus to the specific financial operations of individual educational units. Both are essential but address financial management at different levels of the hierarchy.

295. (C) institutional budgeting.
When a university's finance department creates a detailed plan for its income and spending for the next year, it is practicing institutional budgeting. This micro-level activity involves projecting student fees and allocating funds for operational costs like maintenance and staff salaries. It is a vital management process that ensures the individual institution can support its educational mission with available resources.

296. (D) The Critical perspective
The Critical perspective on education is deeply rooted in conflict theories and focuses on the power dynamics within schooling. It posits that the education system is not a neutral space but rather a tool used by those in power to maintain their social and economic dominance. From this viewpoint, schools intentionally or unintentionally perpetuate existing social hierarchies and inequalities.

297. (A) Conservative
A voucher system is a classic market-based educational reform that promotes competition and parental choice. This approach aligns with the Conservative perspective, which often advocates for reducing state control in favor of market mechanisms. By allowing parents to choose between various educational providers, this policy reflects a belief in individual preference and the efficiency of a competitive educational marketplace.

298. (B) Theory of Systems Analysis.
Systems Analysis provides a framework for understanding how the education system functions as a whole within its political environment. It conceptualizes the system as a mechanism that takes in various inputs, such as social demands and financial resources, and processes them to generate specific outputs, like graduates and educational policies. This approach helps analyze how different components interact to achieve results.

299. (B) Theory of Rational Choice
The Rational Choice Theory suggests that individuals in political roles make decisions based on what will provide them with the greatest personal benefit. In the case of a school board member, voting in a way that secures re-election is a rational calculation of self-interest. This theory emphasizes the logical, goal-oriented behavior of political actors within the educational decision-making process.

300. (A) state intervention to ensure equality of opportunity and universal access.
The Liberal viewpoint on the politics of education emphasizes the state's responsibility to create a fair society. It advocates for strong government involvement to ensure that all citizens have equal access to quality schooling, regardless of their background. This perspective sees education as a key driver for social mobility and democratic participation, necessitating public support to guarantee universal opportunities.

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(C) A method of treating severe psychological disorders.
(D) A system of punishment and reward to shape behavior.

65. Which of the following is NOT a core principle of guidance?
(A) Guidance is a continuous process.
(B) Guidance involves making decisions for the individual.
(C) Guidance is for all individuals, not just those with problems.
(D) Guidance should be based on individual differences.

66. The need for guidance in modern society has increased primarily due to:
(A) the increasing complexity of choices in education and career.
(B) a decrease in educational options.
(C) the simplicity of social and vocational life.
(D) the decline in the importance of individual well-being.

67. Guidance that helps an individual resolve emotional conflicts and make good choices is referred to as:
(A) Educational guidance
(B) Vocational guidance
(C) Personal guidance
(D) Health guidance

68. Match List I (Guidance) with List II (Area):
P. Educational,
Q. Vocational,
R. Social,
S. Personal
List II:
1. Career path,
2. Peer pressure,
3. Test anxiety,
4. Academic subjects
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-4, S-3

69. In which approach does the counselor play a central, active role, diagnosing the problem and prescribing action?
(A) Non-directive guidance
(B) Eclectic guidance
(C) Directive guidance
(D) Person-centered guidance

70. The 'Non-directive' approach to guidance is most closely associated with which theorist?
(A) Albert Ellis
(B) Carl Rogers
(C) B.F. Skinner
(D) Sigmund Freud

71. The 'Eclectic' approach to guidance and counselling is best described as:
(A) strictly following a single theoretical orientation.
(B) a process where the client leads without intervention.
(C) focusing exclusively on past childhood experiences.
(D) a flexible approach combining techniques from various theories.

72. Albert Ellis's Rational Emotive Behavior Therapy (REBT) is a form of which broader approach to counselling?
(A) Cognitive-Behavioural
(B) Humanistic
(C) Psychoanalytic
(D) Existential

73. The "ABC model" is central to which theory of counselling?
(A) Person-Centered Counselling
(B) Behaviouristic Counselling
(C) Rational Emotive Behavior Therapy (REBT)
(D) Reality Therapy

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74. In the ABC model of REBT, what does 'B' stand for?
(A) Belief System
(B) Behavior
(C) Biological Predisposition
(D) Background

75. Regarding Guidance:
1. For problematic students only.
2. Respects right to choose.
3. Lifelong process.
4. Gives ready-made solutions.
5. Holistic development. Which are correct?
(A) 1, 4, and 5

3. Feeding,
4. Oedipus complex

(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

10. According to Carl Rogers, a key component for a healthy personality is 'unconditional positive regard'. What does this concept imply?
(A) Accepting and valuing a person for who they are, without any conditions.
(B) Praising an individual only when they behave in a socially correct way.
(C) Setting strict conditions for affection and approval within relationships.
(D) Providing feedback that is exclusively positive and ignores personal faults.

11. Which of the following is NOT one of the three components of personality according to Freud's structural model?
(A) Id
(B) Ego
(C) Superego
(D) Libido

12. Regarding Gordon Allport's trait theory, consider these statements:
1. Traits are basic units.
2. Cardinal traits dominate personality.
3. Central traits are foundations.
4. Secondary traits are situation-specific. Which are correct?

(A) 1 and 2 only
(B) 2 and 3 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

13. According to Carl Rogers, a discrepancy between the 'real self' and the 'ideal self' can lead to:
(A) self-actualization.
(B) a state of congruence.
(C) feelings of anxiety and maladjustment.
(D) increased mental hygiene.

14. The Gestalt psychologists, such as Max Wertheimer and Kurt Koffka, emphasized which idea regarding perception and personality?
(A) The whole is nothing more than the sum of its parts.
(B) Personality is determined by unconscious conflicts.
(C) Personality is a collection of learned associations.
(D) The whole is different from the sum of its parts.

15. What is the primary goal of mental hygiene?
(A) To prevent the onset of mental and emotional disorders.
(B) To cure severe mental illnesses through medical means.
(C) To classify different types of mental health conditions.
(D) To study the biological basis of psychological disorders.

16. Which of the following represents a key difference between 'mental health' and 'mental hygiene'?
(A) Mental hygiene is the study of illness, while mental health is the absence of it.
(B) Mental health is a state, while mental hygiene refers to the practices used to achieve it.
(C) Mental health is a static condition, while mental hygiene is a dynamic process.
(D) There is no significant difference as the terms are completely interchangeable.

17. Which of the following concepts is central to Gordon Allport's theory of personality?
(A) Collective unconscious
(B) Functional autonomy of motives
(C) Defense mechanisms
(D) Operant conditioning

18. Assertion (A): In Piaget's theory, 'conservation' is a key accomplishment of the Concrete Operational Stage.
Reason (R): Conservation refers to the understanding that something stays the same in quantity even though its appearance changes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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19. Carl Rogers is a prominent theorist in which school of thought?
(A) Psychoanalytic
(B) Behaviouristic
(C) Humanistic
(D) Cognitive

20. A person who is stubborn, overly neat, and compulsively orderly might be described by Freud as having a fixation at which stage?
(A) Oral stage
(B) Phallic stage
(C) Genital stage
(D) Anal stage

21. Regarding mental health, which of these statements are correct?
1. More than absence of illness.
2. Includes emotional well-being.
3. Affects thought and action.
4. Remains constant. 5. Purely genetic.
(A) 1, 2, and 3
(B) 2, 3, and 5
(C) 1, 4, and 5
(D) 1, 2, and 4

22. The 'Ego' in Freud's theory operates according to the:
(A) Pleasure Principle
(B) Reality Principle
(C) Morality Principle
(D) Perfection Principle

23. The transition from a unitary concept of intelligence to a multifaceted view is best exemplified by theories from which psychologists?
(A) Binet and Simon
(B) Pavlov and Skinner
(C) Freud and Rogers
(D) Gardner and Sternberg

24. The ability to understand and manage one's own emotions, as well as recognize and influence the emotions of others, is known as:
(A) Emotional intelligence
(B) Social intelligence
(C) Multiple intelligence
(D) Cognitive intelligence

25. Arrange Piaget's stages in chronological order:
1. Formal Operational,
2. Sensorimotor,
3. Concrete Operational,
4. Preoperational.
(A) 2, 4, 3, 1
(B) 2, 3, 4, 1
(C) 4, 2, 1, 3
(D) 1, 3, 4, 2

26. Which of the following is NOT one of the multiple intelligences proposed by Howard Gardner?
(A) Emotional intelligence
(B) Linguistic intelligence
(C) Logical-Mathematical intelligence
(D) Musical intelligence

27. According to Sternberg's Triarchic Theory, which component is concerned with dealing with novel situations and generating new ideas?
(A) Componential (Analytical) intelligence
(B) Contextual (Practical) intelligence
(C) General (g) intelligence
(D) Experiential (Creative) intelligence

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28. The concept of 'social intelligence' was first introduced in academic literature by which psychologist?
(A) Howard Gardner
(B) E.L. Thorndike
(C) Daniel Goleman
(D) Robert Sternberg

29. A student who excels at solving real-world problems and adapting to everyday life would be considered high in which type of intelligence?
(A) Analytical intelligence
(B) Creative intelligence
(C) Practical intelligence
(D) Kinesthetic intelligence

30. In Howard Gardner's theory, a person who is adept at understanding others' feelings and motivations is said to possess high:
(A) Intrapersonal intelligence
(B) Naturalistic intelligence
(C) Spatial intelligence
(D) Interpersonal intelligence

31. Match List I (Intelligence) with List II (Profession):

P. Bodily-Kinesthetic,
Q. Linguistic,
R. Intrapersonal,
S. Spatial
List II:
1. Journalist,
2. Architect,
3. Athlete,
4. Philosopher
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

32. The process of "thinking about one's own thinking" and the ability to monitor and regulate cognitive processes is known as:
(A) Critical thinking
(B) Metacognition
(C) Problem solving
(D) Creativity

33. Which of the following is a key characteristic of 'critical thinking'?
(A) Accepting information without questioning its validity.
(B) Analyzing and evaluating information to form a judgment.
(C) Relying solely on intuition and personal feelings.
(D) Generating a large number of ideas without evaluation.

34. A student identifies a goal, breaks a problem into parts, and evaluates the solution. This is an example of:
(A) Problem solving
(B) Emotional intelligence
(C) Social cognition
(D) Divergent thinking

35. "The ability to produce novel and valuable ideas" is the most appropriate definition for which concept?
(A) Intelligence
(B) Metacognition
(C) Creativity
(D) Critical thinking

36. Which of the following is an INCORRECT pair regarding intelligence theories?
(A) Sternberg – Triarchic Theory
(B) Gardner – Multiple Intelligences
(C) Spearman – Two-Factor Theory
(D) Freud – Emotional Intelligence

37. Regarding intelligence assessment:
1. Quantitative measure.
2. IQ by Binet.
3. Cultural bias exists.
4. Static measurement. Which are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, and 3 only
(D) 1 and 4 only

38. Which component of Sternberg's theory is most closely related to traditional academic skills and standard IQ tests?
(A) Contextual intelligence
(B) Componential intelligence
(C) Experiential intelligence
(D) Practical intelligence

39. The concept of 'multiple intelligences' as proposed by Howard Gardner challenges which traditional view?
(A) The idea that intelligence can be measured.
(B) The belief that intelligence is influenced by environment.
(C) The notion that intelligence is related to academic success.
(D) The view of intelligence as a single, unitary entity.

40. Assertion (A): Metacognition is crucial for effective learning and problem-solving.
Reason (R): It enables learners to be aware of their cognitive strengths and weaknesses and to adjust their learning strategies accordingly.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

41. A brainstorming session where participants generate many ideas without immediate judgment is designed to foster:
(A) Convergent thinking
(B) Critical thinking

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A defining characteristic of Cost-Benefit Analysis is its reliance on a common financial metric for all variables. To determine if a project is viable, both the inputs (expenditures) and the outputs (benefits) must be assigned a clear monetary value. This allows for a direct comparison that reveals whether the total financial gains of a program outweigh its total implementation costs.

285. (C) the objective of a program is agreed upon, but the best path to achieve it is unclear.
Cost-Effective Analysis is most useful in situations where the desired result of an educational policy is already established by decision-makers. It serves as a tool for comparing different strategies to see which one provides the most value for money. By focusing on efficiency, it helps choose the best implementation path when the ultimate goal is not being questioned.

286. (D) Because education has increased their productivity by imparting valuable skills.
Human Capital Theory suggests that education is a productive investment that physically and mentally enhances a worker's capabilities. By acquiring specific skills and knowledge through schooling, individuals become more efficient and valuable in the labor market. Employers pay higher wages to these workers because their increased productivity directly contributes more to the economic output and success of the organization.

287. (C) serve as a proxy for pre-existing traits that are desirable to employers.
According to Signaling Theory, the primary value of an educational degree is its ability to communicate hidden information to employers. Instead of building new skills, the credential acts as evidence of a candidate's innate abilities, such as discipline and intelligence. Employers use degrees as a shortcut or proxy to identify high-ability workers who were already capable before entering the education system.

288. (B) Whether education creates productivity or merely identifies it.
The central debate between these two theories revolves around whether education actually transforms a person or simply filters them. Human Capital Theory views education as a process that creates productivity through skill-building. Conversely, Signaling Theory suggests that education merely identifies individuals who are already productive by forcing them to pass a difficult test, such as earning a challenging academic degree.

289. (D) Signaling Theory, as the credential is used as a proxy for desirable traits.
When an employer hires someone based on a degree that is irrelevant to the job tasks, they are using that credential as a signal of general competence. This action aligns with Signaling Theory, which posits that the degree proves the candidate possesses traits like persistence and high ability. The focus is on what the degree indicates about the person, not the skills.

290. (A) the difficulty and cost required to obtain it, making it a credible marker.
In the context of Signaling Theory, a degree is valuable because it is hard to get. If obtaining a credential were easy, it would not effectively distinguish high-ability workers from others. The significant time, effort, and financial cost required to graduate serve as a barrier that only capable individuals can overcome, thus making the degree a credible signal for employers.

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291. (C) The percentage of a nation's GDP allocated to education.
Macro-level educational finance involves analyzing the broad financial trends and policies that affect an entire nation or state. Measuring the portion of the Gross Domestic Product dedicated to the education sector is a classic macro-level task. It helps determine the overall priority the government places on learning compared to other sectors and assesses the financial health of the national system.

292. (A) the financial management of individual institutions.
Micro-level educational finance deals with the specific economic activities and management of individual schools, colleges, or universities. It focuses on how these specific entities generate revenue, manage their internal costs, and maintain their facilities. This level of analysis is concerned with the practical, daily financial health and operational sustainability of a single institution rather than the entire national education system.

(B) Helping a student choose a college major.
(C) Teaching a child the basic values and norms of society.
(D) Training an employee on new company software.

54. Statement I: Behaviourists view the learner as a passive recipient.
Statement II: Cognitive theorists view the learner as an active processor.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

55. Arrange Bandura's observational learning processes:
1. Reproduction
2. Motivation
3. Retention
4. Attention.

(A) 4, 3, 1, 2
(B) 1, 4, 3, 2
(C) 4, 1, 3, 2
(D) 1, 2, 3, 4

56. All of the following are examples of behaviouristic learning principles EXCEPT:
(A) Insight learning
(B) Positive reinforcement
(C) Punishment
(D) Shaping

57. A student's understanding of friendship, peer groups, and authority figures is a part of their:
(A) emotional intelligence.
(B) metacognitive skills.
(C) social cognition.
(D) cognitive development.

58. Which of the following factors would most likely inhibit social learning?
(A) A lack of motivation or incentive to perform the behavior.
(B) A highly prestigious and competent model.
(C) A learner who perceives the model as being similar.
(D) Clear and salient demonstration of the behavior.

59. The development of 'social competence' is least dependent on which of the following?
(A) The ability to understand social cues.
(B) The ability to manage one's own emotions.
(C) The possession of effective communication skills.
(D) The individual's physical height and weight.

60. Which of the following accurately describes a "socialization goal"?
(A) The specific academic targets set by a school.
(B) The cultural expectations for behavior transmitted to members.
(C) The personal fitness objectives of an individual.
(D) The financial aspirations of a family.

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61. Regarding learning theories:
1. Behaviourism (S-R).
2. Cognitive (internal).
3. Social learning (bridge).
4. Humanism (not major). Which are correct?

(A) 1 and 2 only
(B) 1, 2, and 3
(C) 2 and 4 only
(D) 1, 3, and 4

62. Assertion (A): Social learning theory suggests people can learn without direct reinforcement.
Reason (R): Learning can occur vicariously by observing the consequences others receive.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

63. Which type of guidance helps students with choices and adjustments in relation to school curriculum and courses?
(A) Educational guidance
(B) Vocational guidance
(C) Personal guidance
(D) Social guidance

64. What is the fundamental nature of guidance?
(A) A process of giving direct orders and solutions.
(B) A service designed to help individuals help themselves.

CHAPTER 03

Learner and Learning Process

1. Which of the following best defines the concept of 'Growth' in the context of human development?
(A) It refers to the qualitative changes in an individual's functioning.
(B) It refers to the measurable quantitative and physiological changes.
(C) It is a lifelong process that includes cognitive and emotional changes.
(D) It is the process of acquiring skills and knowledge through experience.

2. According to the principles of development, the 'Cephalocaudal principle' states that development proceeds from:
(A) the head downward to the rest of the body.
(B) the center of the body outward.
(C) the extremities to the torso.
(D) simple to complex functions.

3. Which of the following statements is INCORRECT regarding the principles of growth and development?
(A) Development is a continuous process.
(B) Development follows a predictable pattern.
(C) All individuals develop at the exact same rate.
(D) Development is a product of both heredity and environment.

4. The Proximodistal principle of development suggests that:
(A) development of motor skills starts from the head.
(B) development is a cumulative process.
(C) development occurs at different rates for different parts.
(D) development proceeds from the central parts to the periphery.

5. In the context of cognitive processes, which stage of Piaget's theory is characterized by the development of object permanence?
(A) Formal Operational Stage
(B) Concrete Operational Stage
(C) Sensorimotor Stage
(D) Preoperational Stage

6. Assertion (A): Development is a more comprehensive and wider term than Growth.
Reason (R): Growth is a subset of development and is limited to quantitative changes which stop at maturity.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

7. A child who can think logically about concrete events and objects but struggles with abstract concepts is most likely in which of Piaget's stages of cognitive development?
(A) Sensorimotor Stage
(B) Preoperational Stage
(C) Formal Operational Stage
(D) Concrete Operational Stage

8. According to Sigmund Freud, which component of personality operates on the 'pleasure principle', seeking immediate gratification of needs and urges?
(A) The Id
(B) The Ego
(C) The Superego
(D) The Anima

9. Match the items in List I (Stage) with those in List II (Focus):
List I:
P. Oral,
Q. Anal,
R. hallic,
S. Latency
List II:
1. Toilet training,
2. Dormant urges,

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(B) 2, 3, and 5
(C) 1, 2, and 3
(D) 2, 4, and 5

76. The core conditions of Carl Rogers' Person-Centered Counselling are empathy, congruence, and:
(A) directive advice.
(B) unconditional positive regard.
(C) interpretation of dreams.
(D) behavior modification schedule.

77. Which theory would most likely focus on changing maladaptive behaviors through systematic desensitization?
(A) Rational Emotive Theory
(B) Person-Centered Theory
(C) Behaviouristic Theory
(D) Reality Therapy

78. The primary goal of Reality Therapy in counselling is to help clients:
(A) uncover unconscious conflicts from their past.
(B) explore their irrational beliefs.
(C) achieve a state of self-actualization through empathy.
(D) fulfill their basic needs in responsible ways.

79. Statement I: Directive counselling is counsellor-centered.
Statement II: Non-directive counselling is client-centered.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

80. A key difference between guidance and counselling is that:
(A) guidance is always therapeutic, while counselling is preventive.
(B) guidance is preventive, while counselling is remedial and in-depth.
(C) counselling is a broader concept that includes guidance.
(D) guidance is done by professionals, while counselling can be done by anyone.

81. Which one of the following principles emphasizes that development is a lifelong process?
(A) Principle of integration
(B) Principle of continuity
(C) Principle of individual differences
(D) Principle of uniform pattern

82. Assertion (A): According to Carl Rogers, a fully functioning person has achieved congruence between real and ideal self.
Reason (R): Incongruence leads to anxiety, hindering personal growth and mental health.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

83. The stage where a child develops the ability to perform mental operations and think logically about abstract propositions is:
(A) Sensorimotor stage
(B) Preoperational stage
(C) Formal operational stage
(D) Concrete operational stage

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84. In Freud's theory, the component of personality that is the "moral arm" or internal conscience is the:
(A) Id
(B) Ego
(C) Animus
(D) Superego

85. Which of the following is an example of a secondary trait according to Gordon Allport?
(A) A person's overwhelming altruism that defines their life.
(B) A person's general honesty and sociability.
(C) A person's preference for a specific type of food.
(D) A person's deep-seated unconscious desires.

86. Arrange psychosexual stages:
1. Phallic,
2. Oral,
3. Genital,
4. Anal,
5.Latency.

(C) metacognition.
(D) emotional intelligence.

186. Which of the following is the best example of divergent thinking?
(A) Listing possible uses for a brick.
(B) Finding the correct answer to a problem.
(C) Following a recipe to bake a cake.
(D) Recalling the capital of France.

187. Arrange the creative process steps:
1. Incubation,
2. Verification,
3. Preparation,
4. Illumination.

(A) 3, 1, 4, 2
(B) 1, 3, 4, 2
(C) 3, 4, 1, 2
(D) 4, 1, 3, 2

188. Which of these is a theory of intelligence?
(A) Freud's Psychoanalytic Theory
(B) Sternberg's Triarchic Theory
(C) Rogers' Humanistic Theory
(D) Allport's Trait Theory

189. B.F. Skinner is to operant conditioning as Ivan Pavlov is to:
(A) social learning.
(B) insight learning.
(C) classical conditioning.
(D) latent learning.

190. Match List I (Learning) with List II (Concept):
P. Behaviourism,
Q. Cognitivism,
R. Social Learning,
S. Humanism
List II:
1. Self-actualization,
2. Reinforcement,
3. Information Processing,
4. Modeling

(A) P-2, Q-3, R-4, S-1
(B) P-2, Q-4, R-3, S-1
(C) P-1, Q-3, R-4, S-2
(D) P-3, Q-2, R-1, S-4

191. Social cognition is primarily concerned with:
(A) the mental processes involved in social reactions.
(B) the development of skills through reinforcement.
(C) the achievement of high social status.
(D) non-verbal communication between animals.

192. A child's ability to share and express gratitude indicates developing:
(A) logical-mathematical intelligence.
(B) social competence.
(C) formal operational thought.
(D) id impulses.

193. Which represents a socialization goal related to cultural values?
(A) Teaching a child to tie shoelaces.
(B) Teaching community harmony over individual achievement.
(C) Teaching the rules of algebra.
(D) Teaching a child how to swim.

194. Statement I: According to Bandura, not all behaviors are imitated.
Statement II: Motivation based on rewards plays a role in performance.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

195. Guidance appropriate for choosing high school subjects for a medical career path is:
(A) Personal guidance
(B) Social guidance
(C) Educational guidance
(D) Health guidance

196. Regarding counselling:
1. Humanistic (goodness).
2. Rogers (REBT).
3. CBT (thoughts/behavior).
4. Person-centered (directive).
5. REBT (ABC model). Which are correct?

(A) 1, 3, and 5
(B) 2, 4, and 5
(C) 1, 2, and 3
(D) 2, 3, and 4

197. The term 'eclectic' refers to an approach where the counsellor:
(A) adheres strictly to one theory.

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(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 4
(D) 2 and 3 only

98. An architect who can easily visualize three-dimensional structures demonstrates high:
(A) Spatial intelligence
(B) Logical-Mathematical intelligence
(C) Interpersonal intelligence
(D) Naturalist intelligence

99. The step-by-step procedures or formulas that guarantee a correct solution are called:
(A) Heuristics
(B) Insights
(C) Algorithms
(D) Prototypes

100. A person's ability to understand their own feelings, fears, and motivations reflects a high degree of:
(A) Interpersonal intelligence
(B) Practical intelligence
(C) Social intelligence
(D) Intrapersonal intelligence

101. Which of the following scenarios best illustrates the concept of social intelligence?
(A) A mathematician solving a complex equation.
(B) An author writing a solitary novel.
(C) A leader effectively motivating a team.
(D) A musician composing a new symphony.

102. Assertion (A): Gardner's theory has significantly impacted educational practices.
Reason (R): It encourages teachers to use varied methods for different intellectual strengths.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

103. The term 'emotional intelligence' was popularized by which author?
(A) Howard Gardner
(B) Robert Sternberg
(C) Albert Ellis
(D) Daniel Goleman

104. Which of the following is NOT a phase in the typical problem-solving process?
(A) Ignoring evaluation of results
(B) Defining the problem
(C) Generating possible solutions
(D) Implementing and monitoring the solution

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105. "A mental shortcut that helps in problem-solving but does not guarantee a correct solution" is a:
(A) An algorithm
(B) Metacognition
(C) A heuristic
(D) An instinct

106. In Ivan Pavlov's experiments with dogs, the food was the:
(A) Unconditioned Stimulus (UCS)
(B) Conditioned Stimulus (CS)
(C) Conditioned Response (CR)
(D) Unconditioned Response (UCR)

107. Regarding learning theories:
1. Behaviourism (Black Box).
2. Cognitive (Inside Box).
3. Social learning (indirect).
4. Classical (voluntary).
5. Insight (behaviourism). Which are correct?
(A) 1, 2, and 3
(B) 2, 4, and 5
(C) 1, 3, and 5
(D) 1, 2, and 4

108. Taking away a teenager's phone privileges for breaking curfew is an example of:
(A) Positive reinforcement
(B) Negative punishment
(C) Negative reinforcement
(D) Positive punishment

109. Which theory of learning best explains sudden "Aha!" moments of problem-solving?
(A) Classical Conditioning
(B) Operant Conditioning
(C) Cognitive theory (Insight Learning)
(D) Social Learning Theory

110. A child learns to be polite because they see their older sibling being praised. This is an example of:

(A) Classical conditioning
(B) Negative reinforcement
(C) Intrinsic motivation
(D) Vicarious reinforcement

111. Which of the following is a component of 'social cognition'?
(A) Schema
(B) Reflexes
(C) Instincts
(D) Genetic makeup

112. The lifelong process by which individuals acquire the skills and values of a society is:
(A) Social competence
(B) Socialization
(C) Social cognition
(D) Social learning

113. An individual's belief in their own capacity to execute behaviors necessary for performance is called:
(A) Self-esteem
(B) Self-efficacy
(C) Social competence
(D) Self-concept

114. Statement I: Social competence is a fixed trait.
Statement II: Social competence involves learnable skills like empathy.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false but Statement II is true.
(D) Statement I is true but Statement II is false.

115. A key difference between behaviouristic and social learning theories is that social learning theory:
(A) completely rejects the role of reinforcement.
(B) only applies to animal learning.
(C) incorporates cognitive processes like attention.
(D) focuses exclusively on involuntary responses.

116. "Understanding social relationships" involves recognizing:
(A) only family structures.
(B) only romantic partnerships.
(C) the physical distance between people.
(D) hierarchies, roles, and norms in interactions.

117. Arrange theorists chronologically:
1. Freud,
2. Skinner,
3. Rogers,
4. Bandura.
(A) 1, 3, 2, 4
(B) 1, 2, 3, 4
(C) 2, 1, 3, 4
(D) 3, 1, 2, 4

118. Which of the following is NOT considered a primary socialization goal?
(A) Instilling impulse control
(B) Learning to play a specific instrument
(C) Preparing for occupational roles
(D) Cultivating sources of meaning

119. A student who has difficulty working in groups and communicating ideas is lacking:
(A) social cognition.
(B) intelligence.
(C) creativity.
(D) social competence.

120. Match List I (Concept) with List II (Theorist):
P. Classical,
Q. Operant,
R. Observational,
S. Insight
List II:
1. Köhler,
2. Bandura,
3. Pavlov,
4. Skinner
(A) P-3, Q-4, R-2, S-1
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-2, R-4, S-1
(D) P-1, Q-3, R-2, S-4

121. The main difference between 'personal guidance' and 'social guidance' is that:
(A) personal is career-based, social is education-based.
(B) personal is directive, social is non-directive.
(C) personal focuses on emotional issues, social on relationships.
(D) there is no difference as the terms are interchangeable.

122. Which of the following is a primary 'need' for guidance services in schools?

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(A) To navigate academic and vocational complexities.
(B) To ensure all students follow the same path.
(C) To replace the role of parents in development.
(D) To administer punishment for misbehavior.

123. A counselor who adopts the 'Eclectic' approach would:
(A) use only Cognitive-Behavioural techniques.
(B) use only Person-Centered techniques.
(C) refuse to use any established techniques.
(D) integrate methods based on client needs.

124. In Carl Rogers' Person-Centered Counselling, 'congruence' refers to the counsellor being:
(A) more knowledgeable than the client.
(B) genuine, authentic, and transparent.
(C) able to interpret unconscious thoughts.
(D) firm and directive in giving advice.

125. Assertion (A): REBT posits beliefs cause distress, not events.
Reason (R): REBT aims to identify and challenge irrational beliefs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

126. A counselor helping a client meet fundamental needs for love and power is using:
(A) Behaviouristic Theory
(B) Rational Emotive Theory
(C) Psychoanalytic Theory
(D) Reality Theory

127. Which of the following is NOT a type of guidance?
(A) Financial
(B) Educational
(C) Vocational
(D) Personal

128. According to REBT, what is the primary source of psychological disturbance?
(A) Traumatic childhood events
(B) The presence of irrational beliefs and "musts"
(C) Maladaptive learned behaviors
(D) A lack of unconditional positive regard

129. The main focus of a behaviouristic approach to counselling would be on:
(A) exploring the client's childhood.
(B) modifying observable, measurable behaviors.
(C) understanding irrational thoughts.
(D) creating a warm, empathetic relationship.

130. Statement I: Directive guidance is prescriptive.
Statement II: In non-directive guidance, responsibility rests with the client.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

131. The principle "Guidance is for all" implies that:
(A) guidance services are compulsory for every student.
(B) only specialists can provide any form of guidance.
(C) it is a developmental service beneficial to everyone.
(D) guidance is a substitute for regular teaching.

132. Regarding counselling:
1. Humanistic (growth).
2. CBT (thoughts/actions).
3. REBT is humanistic.
4. Person-centered is directive. Which are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3
(D) 2 and 4 only

133. Which pair represents a cognitive-behavioural and a humanistic approach respectively?
(A) Carl Rogers, Albert Ellis
(B) B.F. Skinner, Sigmund Freud
(C) Albert Ellis, Carl Rogers
(D) Carl Rogers, B.F. Skinner

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134. Which of the following is an INCORRECT statement about growth and development?
(A) Growth is quantitative, while development is qualitative.
(B) Growth and development are independent processes.

1. Primary (family).
2. Secondary (school).
3. Ends in adolescence.
4. Universal goals.
5. Anticipatory (role rehearsal). Which are correct?

(A) 1, 2, and 3
(B) 3, 4, and 5
(C) 1, 2, and 5
(D) 1, 3, and 4

161. Which of the following is the BEST example of social competence?
(A) Memorizing a long poem.
(B) Successfully negotiating a compromise.
(C) Solving a difficult physics problem.
(D) Running a marathon.

162. Statement I: Cognitive theories ignore internal mental states.
Statement II: Behaviouristic theories focus on memory and perception.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

163. The gradual disappearance of a response when no longer reinforced is:
(A) Spontaneous recovery
(B) Generalization
(C) Extinction
(D) Discrimination

164. All of the following affect social learning EXCEPT:
(A) Model characteristics (status).
(B) Observer characteristics (attention).
(C) Behavior consequences.
(D) Observer DNA sequences.

165. A primary difference between Directive and Non-directive guidance is:
(A) the location of the session.
(B) the age of the recipient.
(C) the degree of responsibility assumed by counselor.
(D) the type of problem being addressed.

166. Match List I (Approach) with List II (Figure):
P. Person-Centered,
Q. REBT,
R. Behaviouristic,
S. Reality
List II:
1. Glasser,
2. Skinner,
3. Ellis,
4. Rogers

(A) P-4, Q-3, R-2, S-1
(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-2, R-3, S-1
(D) P-1, Q-3, R-2, S-4

167. Which lists the "three core conditions" for therapeutic change?
(A) Advice, Interpretation, Confrontation
(B) Reinforcement, Punishment, Extinction
(C) Activating Event, Belief, Consequence
(D) Empathy, Congruence, Unconditional Regard

168. Analyzing an upset state based on the belief "My friends must pay attention" is characteristic of:
(A) Rational Emotive Behavior Therapy (REBT)
(B) Person-Centered Counselling
(C) Behaviouristic Counselling
(D) Psychoanalytic Counselling

169. 'Health guidance' would most likely be concerned with helping an individual:
(A) choose a suitable career.
(B) improve study habits.
(C) decide on nutrition and stress management.
(D) resolve a conflict with a family member.

170. An 'Eclectic' counsellor is one who:
(A) flexibly integrates techniques from multiple perspectives.
(B) strictly adheres to Freudian principles.
(C) believes all clients need the same approach.
(D) focuses only on observable behaviors.

171. In REBT, actively challenging irrational beliefs is:
(A) Empathic reflection
(B) Free association
(C) Systematic desensitization
(D) Disputation

172. Assertion (A): Vocational guidance is crucial for adolescents.

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Statement II: Creativity involves evaluating arguments.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

148. The concept of 'metacognition' includes all of the following EXCEPT:
(A) knowledge about cognitive processes.
(B) the ability to regulate one's own learning.
(C) planning an approach to a task.
(D) an innate, unlearned reflexive behavior.

149. Assessment of intelligence primarily began as a means to:
(A) identify gifted individuals for programs.
(B) rank all citizens by cognitive ability.
(C) identify children needing special assistance.
(D) prove the superiority of specific races.

150. Assertion (A): Emotional intelligence is crucial for leadership.
Reason (R): It involves perceiving and managing emotions to guide behavior.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Which of the following would be most likely to encourage critical thinking?
(A) "What year did the war end?"
(B) "List the causes of the revolution."
(C) "Who was the main character?"
(D) "Compare the perspectives of opposing leaders."

152. In Sternberg's theory, encoding and comparing information to solve problems is:
(A) performance components of analytical intelligence.
(B) knowledge-acquisition components.
(C) creative components.
(D) contextual components.

153. A person with high naturalistic intelligence would likely be a:
(A) poet.
(B) mathematician.
(C) botanist or veterinarian.
(D) dancer.

154. Arrange chronologically:
1. Multiple Intelligences,
2. 'g' factor,
3. Triarchic Theory,
4. Emotional Intelligence.

(A) 1, 2, 3, 4
(B) 2, 1, 3, 4
(C) 2, 3, 1, 4
(D) 1, 3, 2, 4

155. Which statement best characterizes social learning theory?
(A) Learning is solely change in behavior.
(B) Learning is a result of cognitive insight.
(C) Learning is a process of self-actualization.
(D) Learning is cognitive and occurs in social contexts.

156. In operant conditioning, a response is weakened by removing a pleasant stimulus. This is:
(A) Positive Punishment
(B) Negative Punishment
(C) Positive Reinforcement
(D) Negative Reinforcement

157. A teacher praises students for effort rather than just correct answers. This is:
(A) The principle of extinction.
(B) The principle of insight.
(C) The principle of reinforcement.
(D) The principle of unconditional regard.

158. According to Bandura, the 'retention' process involves:
(A) paying attention to the model.
(B) having motivation to imitate.
(C) being physically capable.
(D) remembering behavior through symbols.

159. The mental frameworks used to organize knowledge of the social world are:
(A) social schemas.
(B) social competencies.
(C) socialization goals.
(D) social relationships.

160. Regarding socialization:

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(C) Growth stops at maturity, development is lifelong.
(D) Growth refers to a part of development.

135. The "Oedipus Complex" is a concept from which theorist's work?
(A) Gordon Allport
(B) Carl Rogers
(C) Max Wertheimer
(D) Sigmund Freud

136. The concept of 'mental hygiene' focuses primarily on:
(A) Promotion of mental health and prevention.
(B) Treatment of established mental illness.
(C) Classification of psychological disorders.
(D) Surgical interventions for brain disorders.

137. Which principle states that skills acquired in one area combine with others for complex skills?
(A) Principle of continuity
(B) Principle of individual differences
(C) Principle of integration
(D) Proximodistal principle

138. According to Piaget, 'animism' is a characteristic of which stage?
(A) Preoperational
(B) Sensorimotor
(C) Concrete Operational
(D) Formal Operational

139. Match List I (Freudian) with List II (Description):
P. Id,
Q. Ego,
R. Superego,
S. Libido
List II:
1. Reality Principle,
2. Psychic energy,
3. Pleasure Principle,
4. Morality
(A) P-1, Q-3, R-4, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

140. A 'cardinal trait' in Allport's theory is a trait that:
(A) is common to most people in a culture.
(B) is so pervasive the person is identified with it.
(C) forms the basic foundations of personality.
(D) only appears in certain situations.

141. The core idea of Gestalt psychology is that:
(A) behavior is shaped by its consequences.
(B) unconscious drives are primary motivators.
(C) experience is greater than the sum of its parts.
(D) personality is composed of stable traits.

142. A key component of Carl Rogers' theory is the 'fully functioning person', related to:
(A) achieving a high IQ score.
(B) resolving the Oedipus complex.
(C) developing a strong superego.
(D) Maslow's concept of self-actualization.

143. Which of the following is NOT a stage of cognitive development according to Piaget?
(A) Post-operational
(B) Sensorimotor
(C) Preoperational
(D) Formal operational

144. Regarding personality:
1. Freud (psychodynamic).
2. Rogers (humanistic).
3. Allport (trait).
4. Wertheimer (behaviourist). Which are correct?
(A) 1 and 2 only
(B) 1, 2, and 3 only
(C) 2, 3, and 4 only
(D) All of the above

145. "Street smarts" or applying knowledge to everyday situations is:
(A) Analytical intelligence
(B) Practical intelligence
(C) Creative intelligence
(D) Emotional intelligence

146. A musician discerning pitch and rhythm would score high on:
(A) Musical intelligence
(B) Linguistic intelligence
(C) Logical-Mathematical intelligence
(D) Spatial intelligence

147. Statement I: Critical thinking generates multiple solutions.

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Reason (R): It assists in understanding interests and career options.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

173. The fundamental principle of Reality Therapy is that behavior aims at:
(A) avoiding pain.
(B) resolving unconscious conflicts.
(C) satisfying five basic genetic needs.
(D) achieving a state of congruence.

174. Which scenario describes non-directive guidance?
(A) Telling a student where to apply for college.
(B) Providing a student with a study schedule.
(C) Interpreting a dream as unresolved trauma.
(D) Listening as a student explores career feelings.

175. The nature of counselling is best described as:
(A) a relationship empowering individuals to cope.
(B) an information-giving service.
(C) a disciplinary process.
(D) a quick-fix solution for problems.

176. An appropriate goal for behaviouristic counselling would be:
(A) achieving self-actualization.
(B) overcoming a phobia through exposure.
(C) understanding the meaning of existence.
(D) challenging a "perfection" belief.

177. Which statement INCORRECTLY describes a principle of development?
(A) Development is cumulative.
(B) Development is reversible.
(C) Development is predictable.
(D) Development proceeds from general to specific.

178. The "Ego" in Freudian theory serves as the mediator between:
(A) the Id and the Superego.
(B) the conscious and preconscious.
(C) the Oral and Anal stages.
(D) the real and ideal self.

179. A person who effectively balances desires with societal rules demonstrates a strong:
(A) Id
(B) Superego
(C) Ego
(D) Libido

180. Regarding cognitive development:
1. Piaget has four stages.
2. Object permanence (preoperational).
3. Formal (hypothetical).
4. Conservation (appearance/quantity).
Which are correct?
(A) 1 and 2 only
(B) 1, 3 and 4
(C) 2 and 4 only
(D) All of the above

181. Carl Rogers proposed that growth requires genuineness, acceptance, and:
(A) discipline.
(B) financial security.
(C) empathy.
(D) intellectual stimulation.

182. The Gestalt approach to personality suggests focusing on:
(A) individual, isolated traits.
(B) the total, integrated experience.
(C) childhood fixations.
(D) reinforcement history.

183. Which of the following is NOT one of the intelligences in Gardner's theory?
(A) Bodily-Kinesthetic
(B) Interpersonal
(C) Intrapersonal
(D) Componential

184. The ability to use language effectively is:
(A) Linguistic Intelligence
(B) Logical-Mathematical Intelligence
(C) Spatial Intelligence
(D) Interpersonal Intelligence

185. A student creating a concept map to organize information is applying:
(A) creativity.
(B) social intelligence.

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(A) 2, 4, 1, 5, 3
(B) 2, 1, 4, 5, 3
(C) 1, 2, 4, 5, 3
(D) 2, 4, 5, 1, 3

87. Which of the following best describes the concept of 'mental health'?
(A) The complete absence of any psychological distress.
(B) The process of preventing mental illness through education.
(C) A fixed and unchangeable state of psychological functioning.
(D) A state of well-being where an individual realizes their abilities.

88. The main contribution of Wertheimer and Koffka lies in their:
(A) emphasis on holistic perception and insight in learning.
(B) development of intelligence tests.
(C) theory of unconscious psychic determinism.
(D) model of observational learning.

89. A child's inability to see a situation from another person's point of view is known as:
(A) Centration
(B) Animism
(C) Egocentrism
(D) Conservation

90. The concept that development is influenced by both genetic inheritance and environmental experiences is known as:
(A) The nature-nurture debate.
(B) The principle of continuity.
(C) The principle of integration.
(D) The cephalocaudal principle.

91. Match List I (Theorist) with List II (Concept):
P. Freud,
Q. Rogers,
R. Allport,
S. Wertheimer
List II:
1. Trait Theory,
2. Gestalt,
3. Psychoanalysis,
4. Person-Centered
(A) P-3, Q-4, R-1, S-2
(B) P-3, Q-1, R-4, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

92. The unitary theory of intelligence proposed that:
(A) there are many different types of intelligence.
(B) intelligence is a single, general cognitive ability.
(C) intelligence is composed of three distinct parts.
(D) intelligence is primarily emotional in nature.

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93. Howard Gardner's theory includes all of the following intelligences EXCEPT:
(A) Musical
(B) Naturalist
(C) Spiritual
(D) Bodily-Kinesthetic

94. The ability to analyze, judge, evaluate, compare, and contrast information falls under which category?
(A) Practical Intelligence
(B) Creative Intelligence
(C) Successful Intelligence
(D) Analytical Intelligence

95. Statement I: Intelligence is solely measured by standardized IQ tests.
Statement II: Modern approaches consider multiple abilities including practical skills.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is false but Statement II is true.
(D) Statement I is true but Statement II is false.

96. Which of the following is the best example of metacognitive behavior in a student?
(A) Memorizing a list of historical dates.
(B) Realizing one is not understanding a text and re-reading it.
(C) Quickly solving a set of simple arithmetic problems.
(D) Writing a creative story based on a prompt.

97. Regarding creativity/critical thinking:
1. Creativity (divergent), Critical (convergent).
2. igher-order skills.
3. Mutual exclusivity.
4. Critical (generating), Creative (evaluating).
Which are correct?

(B) focuses only on the client's past.
(C) focuses only on the client's behavior.
(D) combines elements from different approaches.

198. A key goal in Person-Centered Counselling is to help the client achieve:
(A) insight into their unconscious.
(B) congruence between real and ideal self.
(C) control over their environment.
(D) rewards for their behavior.

199. Assertion (A): In non-directive counselling, the counsellor avoids giving direct advice.
Reason (R): The philosophy is that clients can resolve problems in an empathetic environment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

200. "What is the most responsible choice right now to get closer to what you want?" is:
(A) Reality Theory
(B) Person-Centered Theory
(C) Rational Emotive Theory
(D) Behaviouristic Theory

201. Which is the best description of the relationship between growth and development?
(A) They are synonymous terms.
(B) Development is a part of growth.
(C) Growth is a part of development.
(D) They are unrelated processes.

202. Reasoning abstractly and thinking hypothetically is the hallmark of:
(A) Formal Operational
(B) Sensorimotor
(C) Preoperational
(D) Concrete Operational

203. Which theorist emphasized the discrepancy between the real self and the ideal self?
(A) Sigmund Freud
(B) Gordon Allport
(C) Kurt Koffka
(D) Carl Rogers

204. "Central traits" according to Allport are:
(A) single dominant traits defining a life.
(B) major characteristics mentioned in recommendations.
(C) traits only present in specific situations.
(D) unconscious drives motivating behavior.

205. The primary focus of mental hygiene is:
(A) curative.
(B) diagnostic.
(C) preventive.
(D) surgical.

206. Sternberg's Triarchic Theory includes:
(A) Linguistic, Logical, Spatial
(B) General, Specific, Emotional
(C) Intrapersonal, Interpersonal, Naturalistic
(D) Analytical, Creative, Practical

207. A scientist designing innovative experiments demonstrates high:
(A) Creative intelligence
(B) Analytical intelligence
(C) Practical intelligence
(D) Social intelligence

208. Assessment of intelligence through standardized tests measures:
(A) Creative intelligence
(B) Analytical intelligence
(C) Practical intelligence
(D) Social intelligence

209. Monitoring comprehension while reading is an example of:
(A) critical thinking.
(B) metacognition.
(C) creativity.
(D) problem solving.

210. Which statement is INCORRECT about Howard Gardner's theory?
(A) It posits a single, general intelligence factor ('g').
(B) It proposes several distinct forms of intelligence.
(C) It suggests individuals have a unique blend of intelligences.
(D) It has influenced educators to diversify strategies.

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(C) Statement I is true but Statement II is false.
(D) Statement I is false but Statement II is true.

239. A behaviouristic goal for public speaking fear is:
(A) reduce fear response via systematic desensitization.
(B) explore childhood roots.
(C) understand irrationality.
(D) provide unconditional positive regard.

240. Which approach emphasizes the client's capacity for self-direction?
(A) Directive
(B) Non-directive
(C) Behaviouristic
(D) Rational Emotive

241. Which statement correctly identifies a pair?
(A) Freud - Trait Theory
(B) Rogers - Humanistic Theory
(C) Allport - Psychoanalysis
(D) Koffka - Behaviourism

242. "Thinking about thinking" defines:
(A) Metacognition
(B) Creativity
(C) Critical Thinking
(D) Problem Solving

243. Society transmitting values and norms is:
(A) Social learning
(B) Social competence
(C) Socialization
(D) Social cognition

244. "It sounds like you're feeling hurt" is an example of:
(A) Disputation
(B) Giving a directive
(C) Behavioral contracting
(D) Empathic reflection

245. In the context of guidance:
(A) Vocational guidance is for the unemployed.
(B) Educational guidance is for failing students.
(C) Personal guidance is for self-understanding.
(D) Health guidance replaces medical advice.

246. Which theorists are primarily associated with theories of counselling?
1. Ellis,
2. Rogers,
3. Freud,
4. Skinner.
(A) 1 and 2 only
(B) 1, 2, and 4
(C) 1, 2, 3, and 4
(D) 1 and 3 only

247. Shifting to a 'multiple' concept of intelligence means:
(A) viewing intelligence as malleable.
(B) focusing on social intelligence.
(C) assessing children over adults.
(D) viewing it as several distinct abilities.

248. Reinforcement always _____ responses, while punishment always _____ them.
(A) increases; decreases
(B) decreases; increases
(C) increases; increases
(D) decreases; decreases

249. A primary need for guidance in institutions is to:
(A) select athletes for teams.
(B) manage school budgets.
(C) help students cope with academic pressure.
(D) dictate career paths.

250. Which set belongs to the same theoretical approach?
(A) Positive Regard, Irrational Beliefs, Reinforcement
(B) Congruence, Empathy, Unconditional Positive Regard
(C) ABC Model, Desensitization, Free Association
(D) Ego, Id, Superego, Reality Testing

Direction : Please read the following source carefully.

Growth and development are fundamental concepts in understanding the learner's journey. While often used interchangeably, they represent distinct processes. Growth refers to the quantitative, structural, and physiological changes an individual undergoes, such as increases in height, weight, and the size of organs. It is a measurable and observable aspect of maturation that primarily occurs up to a certain age. Development, in contrast, is a broader, more comprehensive term. It signifies the progressive series of orderly, coherent changes that lead

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(C) Ellis - Person-Centered
(D) Glasser - REBT

225. A counsellor using a directive approach would:
(A) listen silently.
(B) diagnose and suggest solutions.
(C) ask open-ended questions.
(D) focus on building an empathetic relationship.

226. Which principle states that skills acquired in one area combine with others for complex skills?
(A) Principle of Differential Rates
(B) Principle of Continuity
(C) Principle of Directionality
(D) Principle of Integration

227. Freud's Superego is formed through:
(A) gratification of impulses.
(B) successful reality testing.
(C) identification and internalization.
(D) nervous system maturation.

228. Assertion (A): A limitation of preoperational stage is centration.
Reason (R): Centration is focusing on one aspect while ignoring others.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

229. A central tenet of humanistic theory is the drive towards:
(A) pleasure.
(B) power.
(C) self-actualization.
(D) social conformity.

230. Gardner's theory challenged the traditional view which emphasized:
(A) environmental roles.
(B) linguistic and logical abilities.
(C) emotional intelligence.
(D) practical skills.

231. Which are typically measured by traditional IQ tests?
1. Linguistic,
2. Logical,
3 Spatial,
4. Musical,
5. Bodily.
(A) 1 and 2 only
(B) 1, 2, and 3
(C) 4 and 5 only
(D) All of the above

232. Using analytical, creative, and practical skills to solve bridge design illustrates:
(A) Sternberg's theory of Successful Intelligence
(B) Gardner's Multiple Intelligences
(C) Piaget's Formal Operational Stage
(D) Bandura's Social Learning

233. The final step in problem-solving should be:
(A) generating alternatives.
(B) defining the problem.
(C) evaluating the outcome.
(D) implementing the solution.

234. Learning not immediately apparent in behavior is:
(A) latent learning.
(B) insight learning.
(C) observational learning.
(D) classical conditioning.

235. The concept of "social cognition" answers:
(A) How do people learn to be social?
(B) What are the best social skills?
(C) What are goals of socializing?
(D) How do people process social information?

236. Which is NOT a principle of guidance?
(A) Guidance is for all.
(B) Guidance is a one-time event.
(C) Guidance is based on individual differences.
(D) Guidance is a continuous process.

237. The 'Eclectic' approach was developed to:
(A) prove theoretical superiority.
(B) avoid using established theories.
(C) provide a flexible, integrative framework.
(D) simplify via one technique.

238. Statement I: Person-Centered is Humanistic.
Statement II: REBT is Cognitive-Behavioural.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.

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(D) Mental health is a static condition, whereas mental hygiene is a temporary intervention.

267. According to the definition provided, a state of mental health includes all of the following EXCEPT:
(A) The ability to work productively.
(B) The complete absence of life stresses.
(C) The realization of one's own potential.
(D) The capacity to contribute to one's community.

268. The aspect of mental hygiene that involves early diagnosis and treatment of psychological issues is referred to as:
(A) The curative function.
(B) The preventive function.
(C) The preservative function.
(D) The adaptive function.

269. Which of the following actions best illustrates the 'preventive' aspect of mental hygiene?
(A) Providing therapy to an individual diagnosed with anxiety.
(B) Conducting a final examination to assess a student's knowledge.
(C) Implementing a school-wide program on stress management techniques for all students.
(D) Prescribing medication for a severe psychological disorder.

270. The passage suggests that mental hygiene is a 'dynamic and continuous process'. This implies that:
(A) Once mental health is achieved, no further effort is required.
(B) Mental hygiene is only relevant for individuals with pre-existing mental illnesses.
(C) The principles of mental hygiene change completely from one year to the next.
(D) Efforts to maintain psychological well-being are ongoing throughout life.

Direction : Please read the following source carefully.

The conceptualization of intelligence has evolved significantly from a unitary view, which posited a single, general cognitive ability, to more multifaceted models. This shift acknowledges that human intellect is not a monolithic entity. Modern approaches have expanded the construct to include various dimensions. The concept of 'social intelligence,' for instance, refers to the capacity to understand and manage interpersonal relationships, navigate social situations effectively, and understand others' emotions and intentions. Howard Gardner's theory of 'multiple intelligences' further deconstructed the unitary model by proposing several distinct, independent intelligences, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. In a similar vein, 'emotional intelligence' has gained prominence, referring to the ability to perceive, control, and evaluate emotions in oneself and others. Robert Sternberg's triarchic theory of intelligence also offers a broader perspective, categorizing intelligence into three types: analytical (componential), creative (experiential), and practical (contextual). Analytical intelligence is akin to the traditional academic problem-solving measured by standard IQ tests. Creative intelligence involves dealing with novel situations and generating new ideas. Practical intelligence is the ability to adapt to, shape, and select everyday environments, often described as 'street smarts'. The assessment of intelligence has consequently become more complex, moving beyond traditional psychometric tests to include performance-based tasks and contextual evaluations that better capture these diverse intellectual capacities.

Based on the above source, attempt the following five questions.

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271. According to the passage, the primary shift in the conceptualization of intelligence has been from:
(A) A multifaceted view to a unitary view.
(B) A focus on emotional intelligence to a focus on social intelligence.
(C) A model of a single general ability to models of diverse abilities.
(D) A theory of inherited intellect to a theory of learned intellect.

272. In Sternberg's triarchic theory, the ability to effectively adapt to everyday environments is termed:
(A) Analytical intelligence
(B) Practical intelligence

towards the goal of maturity. Development is qualitative and involves changes in functioning and complexity, not just size. It encompasses cognitive, emotional, and social domains. Several key principles govern this process. The principle of continuity posits that development is a continuous, lifelong process, not a series of abrupt changes. The principle of individual differences acknowledges that each learner follows a unique developmental path and timeline. Furthermore, development follows a predictable pattern, often described by the cephalocaudal principle (from head to toe) and the proximodistal principle (from the center of the body outwards). Ultimately, development is understood as a complex product of the interaction between heredity and environment, with both factors being inextricably linked in shaping an individual's potential and outcomes.
Based on the above source, attempt the following five questions.

251. Which of the following statements most accurately distinguishes between growth and development?
(A) Growth is qualitative and continuous, whereas development is quantitative and stage-based.
(B) Growth refers to quantitative physical changes, while development encompasses qualitative, progressive changes across multiple domains.
(C) Growth encompasses cognitive and social changes, whereas development is limited to physiological maturation.
(D) Growth is a lifelong process, while development ceases after an individual reaches physical maturity.

252. The principle that motor skills in an infant tend to mature from the central parts of the body to the peripheral parts is known as:
(A) The proximodistal principle
(B) The principle of continuity
(C) The cephalocaudal principle
(D) The principle of individual differences

253. According to the source, what is the relationship between heredity and environment in the process of development?
(A) Heredity is the sole determinant of an individual's developmental outcomes.
(B) Environment plays a more significant role than heredity in shaping a learner.
(C) Development results from the complex and inseparable interaction of both heredity and environment.
(D) Heredity determines the potential for development, while environment has no influence on its expression.

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254. Based on the passage, the 'principle of continuity' in development implies that:
(A) All individuals develop at the exact same rate.
(B) Development occurs in a series of distinct and unrelated stages.
(C) Development is primarily a physical process that concludes in early adulthood.
(D) Development is a gradual and cumulative process that extends throughout life.

255. A teacher observes that students in her class, despite being the same age, show varied levels of emotional maturity and problem-solving skills. This observation is a direct illustration of which developmental principle?
(A) The cephalocaudal principle
(B) The principle of integration
(C) The principle of individual differences
(D) The proximodistal principle

Direction : Please read the following source carefully.

Cognitive processes are the mental mechanisms through which individuals acquire, process, store, and utilize information. These processes include perception, attention, memory, language, and thinking. The development of these processes is not merely a quantitative increase in knowledge but a qualitative transformation in how an individual thinks and understands the world. This transformation is often conceptualized as occurring in a sequence of stages. In the earliest stage, understanding is built primarily through sensory experiences and motor actions. As the learner matures, thought becomes more symbolic and language-based, but is often constrained by egocentrism and a focus on single aspects of a situation. The subsequent stage marks the emergence of logical and systematic thinking, but this is typically confined to concrete objects and events that can be directly perceived or

manipulated. The final stage of cognitive development is characterized by the ability to engage in abstract, hypothetical, and deductive reasoning. This allows for systematic problem-solving, consideration of multiple possibilities, and the ability to think about thinking itself. This staged progression underscores that cognitive development is an orderly process where each stage builds upon the previous one, leading to increasingly sophisticated mental structures and a more profound understanding of reality.

Based on the above source, attempt the following five questions.

256. According to the passage, how is the development of cognitive processes characterized?
(A) As a primarily quantitative accumulation of factual information.
(B) As a qualitative shift in the structure and manner of thinking.
(C) As a process entirely dependent on sensory experiences throughout life.
(D) As a random and unpredictable series of mental changes.

257. The passage describes a stage of cognitive development where thinking is logical but limited to tangible objects and events. This stage precedes the ability for:
(A) Symbolic thought and language use.
(B) Understanding the world through motor actions.
(C) Egocentric perception of the environment.
(D) Abstract and hypothetical reasoning.

258. Which cognitive ability is described in the source as characteristic of the final stage of cognitive development?
(A) The capacity for deductive reasoning and thinking about abstract concepts.
(B) The ability to understand the world only through direct sensory input.
(C) The tendency to focus on a single, perceptually salient aspect of a problem.
(D) The development of basic motor skills and object permanence.

259. The source suggests that the sequence of cognitive development stages is:
(A) Reversible, allowing individuals to regress to earlier ways of thinking.
(B) Variable, with different individuals experiencing stages in a different order.
(C) Orderly, with each stage serving as a foundation for the next.
(D) Independent, with each stage developing without relation to the others.

260. The text implies that a child who can only solve a math problem using physical blocks but cannot solve the same problem mentally is likely in a stage characterized by:
(A) Thinking constrained by concrete reality.
(B) Abstract, hypothetical thought.
(C) Sensory and motor-based understanding.
(D) Egocentric and symbolic representation.

Direction : Please read the following source carefully.

The study of personality involves diverse theoretical perspectives that attempt to explain the enduring patterns of thought, feeling, and behavior that make an individual unique. Sigmund Freud's psychoanalytic theory posits that personality is largely shaped by unconscious conflicts, instinctual drives (primarily sexual and aggressive), and early childhood experiences. He proposed a structural model of the psyche comprising the id, ego, and superego, whose interactions determine behavior. In stark contrast, the humanistic perspective, championed by Carl Rogers, presents a more optimistic view. Rogers emphasized the 'self-concept' and the innate 'actualizing tendency'—the drive to fulfill one's potential. He argued that a healthy personality develops when an individual experiences unconditional positive regard, leading to congruence between their real self and ideal self. A third major approach is Gordon Allport's trait theory, which focuses on identifying and measuring the consistent dispositions that constitute personality. Allport categorized traits into cardinal traits (which dominate an individual's whole life), central traits (the general characteristics that form the basic foundations of personality), and secondary traits (which appear only in certain situations). Unlike Freud's focus on universal psychic structures and developmental stages, Allport's approach highlights individual uniqueness through specific trait combinations. The Gestalt perspective, represented by figures like Max Wertheimer and Kurt Koffka, would view personality not as a sum of traits or repressed

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conflicts, but as an organized whole, emphasizing the individual's subjective experience and perception of reality in the here and now.
Based on the above source, attempt the following five questions.

261. Which personality theorist emphasized the importance of unconditional positive regard for healthy development?
(A) Gordon Allport
(B) Sigmund Freud
(C) Max Wertheimer
(D) Carl Rogers

262. A key difference between Freud's psychoanalytic theory and Allport's trait theory is that:
(A) Freud focused on measurable traits, while Allport focused on unconscious drives.
(B) Freud emphasized early childhood experiences, while Allport focused on describing stable adult dispositions.
(C) Freud's theory is optimistic, while Allport's is deterministic.
(D) Freud highlighted the self-concept, while Allport emphasized the id, ego, and superego.

263. A trait that is so pervasive that it dominates a person's entire life and behavior, according to Gordon Allport, would be classified as a:
(A) Central trait
(B) Secondary trait
(C) Cardinal trait
(D) Source trait

264. The concept of an 'actualizing tendency' as a primary motivator for human behavior is central to the personality theory of:
(A) The psychoanalytic perspective of Freud.
(B) The trait perspective of Allport.
(C) The Gestalt perspective of Wertheimer.
(D) The humanistic perspective of Rogers.

265. According to the source, how would a Gestalt perspective, as represented by Wertheimer and Koffka, likely interpret personality?
(A) As an organized whole, focusing on subjective perception in the present moment.
(B) As a collection of specific, measurable secondary traits.
(C) As the outcome of conflicts between the id, ego, and superego.
(D) As a product of an individual's innate actualizing tendency.

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Direction : Please read the following source carefully.

Mental health and mental hygiene are interconnected concepts crucial for an individual's overall well-being and effective functioning. Mental health is defined not merely as the absence of mental illness, but as a state of psychological well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to their community. It is a positive state of psychological existence. Mental hygiene, on the other hand, is the science and practice concerned with establishing and maintaining this state of mental health. It involves a set of proactive principles and measures aimed at preventing the onset of mental and emotional disorders and promoting psychological resilience. Essentially, mental hygiene serves as the practical application arm for achieving the ideal state of mental health. Its functions can be seen as threefold: preventive, curative, and preservative. The preventive aspect focuses on identifying and mitigating risk factors in the environment and in an individual's lifestyle. The curative aspect involves the early diagnosis and treatment of mental disturbances. The preservative aspect concerns the continuous effort to maintain and enhance the existing level of mental health in an individual who is already well-adjusted. Therefore, mental hygiene is a dynamic and continuous process, not a one-time achievement.
Based on the above source, attempt the following five questions.

266. What is the primary relationship between mental health and mental hygiene as described in the passage?
(A) Mental hygiene is a synonym for mental health.
(B) Mental health is the theoretical goal, and mental hygiene is the practical means to achieve and maintain it.
(C) Mental hygiene is concerned only with curing mental illness, while mental health is about its absence.

211. Which school of thought is least concerned with internal mental states?
(A) Cognitivism
(B) Social Learning Theory
(C) Behaviourism
(D) Humanism

212. A dog drools at the sound of a bell. This is:
(A) Operant Conditioning
(B) Observational Learning
(C) Insight Learning
(D) Classical Conditioning

213. Bandura's theory added a _____ component to the behaviourist view.
(A) psychoanalytic
(B) humanistic
(C) cognitive
(D) biological

214. Which is NOT a factor affecting social learning according to Bandura?
(A) Attention
(B) Intuition
(C) Retention
(D) Motivation

215. Correctly reading a social situation is an aspect of:
(A) formal operational thought.
(B) fluid intelligence.
(C) divergent thinking.
(D) social cognition and competence.

216. The fundamental goal of guidance is to:
(A) help the individual become self-directed.
(B) make decisions for the client.
(C) solve immediate problems without skills.
(D) enforce school rules.

217. Match List I (Guidance) with List II (Scenario):
P. Educational,
Q. Vocational,
R. Personal,
S. Social
List II:
1. Making friends,
2. Exam anxiety,
3. College entry subjects,
4. Career exploration
(A) P-3, Q-4, R-2, S-1
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-2, S-4
(D) P-1, Q-2, R-4, S-3

218. The "Humanistic, Person-centred" approach is associated with:
(A) Carl Rogers
(B) Albert Ellis
(C) B.F. Skinner
(D) William Glasser

219. A counsellor believing problems stem from irrational beliefs is:
(A) Humanistic
(B) Behaviouristic
(C) Psychoanalytic
(D) Cognitive-Behavioural

220. 'Unconditional positive regard' means:
(A) agreeing with everything the client says.
(B) offering warmth and acceptance without conditions.
(C) the client must view the therapist positively.
(D) sessions are never challenging.

221. Regarding guidance and counselling:
1. Guidance is broader.
2. Counselling is in-depth.
3. Guidance is preventive.
4. Only certified specialists guide.
Which are correct?
(A) 1, 2, and 3
(B) 2, 3, and 4
(C) 1 and 4 only
(D) All of the above

222. Reality Therapy focuses on the client's:
(A) past experiences.
(B) irrational belief systems.
(C) dreams.
(D) present behavior and choices.

223. What are 'A', 'B', and 'C' in Ellis's REBT model?
(A) Activating Event, Belief, Consequence
(B) Action, Belief, Consequence
(C) Affect, Behavior, Cognition
(D) Antecedent, Behavior, Condition

224. Which represents the correct pairing?
(A) Rogers - Reality Therapy
(B) Ellis - Rational Emotive Behavior Therapy

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(C) Creative intelligence
(D) General intelligence

273. Howard Gardner's theory of multiple intelligences challenges the unitary view by proposing that:
(A) Intelligence is a single factor that can be applied to many areas.
(B) Emotional intelligence is the most important form of intellect.
(C) Intelligence can only be measured through analytical tests.
(D) There are several distinct and relatively independent types of intelligence.

274. A person who is exceptionally skilled at understanding and managing their own feelings and empathizing with others would be said to have high:
(A) Emotional intelligence
(B) Social intelligence
(C) Analytical intelligence
(D) Bodily-kinesthetic intelligence

275. The passage suggests that the evolution of intelligence theories has influenced the assessment of intelligence by:
(A) Leading to a complete rejection of all traditional psychometric tests.
(B) Simplifying the process to focus only on practical skills.
(C) Making assessment more complex, incorporating performance tasks and contextual evaluation.
(D) Establishing a single, universally accepted method for measuring all intelligences.

Direction : Please read the following source carefully.

Higher-order thinking skills are crucial for deep learning and navigating a complex world. Among these, problem-solving, critical thinking, metacognition, and creativity are paramount. Problem-solving is the process of identifying a discrepancy between an existing and a desired state and then taking action to resolve that discrepancy. It involves understanding the problem, devising a plan, carrying out the plan, and evaluating the result. Critical thinking is a related but distinct skill; it is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information. It is a mode of thinking about any subject, content, or problem in which the thinker improves the quality of their thinking by taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Metacognition, often described as 'thinking about thinking,' is a step above these processes. It involves awareness and control over one's own cognitive processes. A metacognitively aware learner can monitor their own comprehension, select appropriate strategies for a task, and adjust their approach when they encounter difficulties. Creativity is the ability to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. While distinct, these skills are highly interdependent; effective problem-solving often requires creative solutions and critical evaluation, all of which are enhanced by strong metacognitive awareness.

Based on the above source, attempt the following five questions.

276. Which concept is best described as 'thinking about thinking' and involves the monitoring and control of one's own learning processes?
(A) Metacognition
(B) Problem-solving
(C) Critical thinking
(D) Creativity

277. According to the passage, critical thinking primarily involves:
(A) Generating a large number of novel ideas.
(B) Following a predetermined four-step plan to find a solution.
(C) Simply acquiring and memorizing new information.
(D) Analyzing, synthesizing, and evaluating information in a disciplined manner.

278. How does the passage describe the relationship between problem-solving, critical thinking, creativity, and metacognition?
(A) They are completely separate skills that do not influence one another.
(B) They are interdependent skills that enhance one another in practice.
(C) They are hierarchical, with creativity being

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the highest-order skill.
(D) They are all different terms for the same fundamental cognitive process.

279. A student who realizes they are not understanding a chapter, decides to reread it more slowly, and then tries to summarize the main points is demonstrating:
(A) Only creativity
(B) Only critical thinking
(C) Metacognition
(D) A lack of problem-solving skills

280. The ability to generate novel and useful ideas to address a challenge is defined in the text as:
(A) Critical thinking
(B) Metacognitive awareness
(C) Systematic problem-solving
(D) Creativity

Direction : Please read the following source carefully.

Theories of learning provide frameworks for understanding how knowledge and behaviors are acquired. The three major theoretical families are behaviouristic, cognitive, and social theories. Behaviouristic theories, rooted in the work of Pavlov and Skinner, view learning as a change in observable behavior resulting from stimulus-response associations. The learner is seen as a relatively passive respondent to environmental stimuli, and internal mental states are considered irrelevant or inaccessible. Reinforcement and punishment are key mechanisms that shape behavior. In contrast, cognitive theories shift the focus from behavior to internal mental processes. They posit that learning is an active process of information processing, where the learner constructs knowledge by organizing, storing, and retrieving information. Concepts like memory, schema, and information processing are central to this perspective. The learner is an active participant who interprets stimuli and makes decisions. Social learning theory, proposed by Bandura, acts as a bridge between these two. It agrees with behaviourists that environment influences behavior but also concurs with cognitivists that internal mental factors are crucial. Social learning theory introduces the concept of observational learning, or modeling, where individuals learn by watching others. It emphasizes that learning can occur without a direct change in behavior, through a process involving attention, retention, reproduction, and motivation. Thus, while behaviourism focuses on the environment, and cognitivism on the mind, social learning theory synthesizes both by highlighting the reciprocal interaction between personal factors, behavior, and the environment.
Based on the above source, attempt the following five questions.

281. Which learning theory posits that internal mental states are irrelevant and that learning is simply a change in observable behavior?
(A) Behaviouristic theory
(B) Cognitive theory
(C) Social learning theory
(D) Constructivist theory

282. The concept of observational learning or modeling is a central tenet of which theoretical perspective?
(A) Behaviouristic theory
(B) Social learning theory
(C) Cognitive theory
(D) Humanistic theory

283. How does cognitive theory view the learner?
(A) As a passive recipient of environmental stimuli.
(B) As an active information processor who constructs knowledge.
(C) As someone who learns only through direct reinforcement and punishment.
(D) As a product of unconscious drives and conflicts.

284. According to the passage, what is the primary role of social learning theory?
(A) To act as a bridge, integrating environmental, behavioral, and cognitive factors.
(B) To completely reject the principles of both behaviourism and cognitivism.
(C) To focus exclusively on the role of stimulus-response associations in learning.
(D) To argue that all learning occurs in social isolation.

285. The process described in social learning theory where a learner watches a model, remembers the action, is able to perform it, and has a

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reason to do so involves attention, retention, reproduction, and:
(A) Reinforcement
(B) Schema
(C) Motivation
(D) Stimulus

Direction : Please read the following source carefully.

Social learning is profoundly influenced by a variety of factors that dictate the effectiveness of learning through observation and interaction. Key factors include the characteristics of the model, the attributes of the observer, and the consequences of the modeled behavior. A model who is perceived as competent, prestigious, or similar to the observer is more likely to be imitated. The observer's own cognitive skills, self-efficacy, and pre-existing attitudes also play a crucial role. This process of learning contributes directly to the development of 'social competence,' which is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others. Developing social competence requires 'social cognition'—the mental processes through which people perceive, interpret, and remember information about others and themselves in social contexts. Understanding social relationships is a key aspect of this, involving the ability to discern social cues, understand others' perspectives, and navigate complex social hierarchies. A central part of this developmental process is the internalization of 'socialization goals,' which are the values, beliefs, and standards of behavior that a culture or society deems important. These goals guide an individual's actions and aspirations within the social world, shaping them into effective members of their community. Thus, social learning is not merely imitation but a complex cognitive process of understanding and navigating the social landscape.

Based on the above source, attempt the following five questions.

286. According to the passage, which of the following model characteristics would most likely increase the chance of imitation?
(A) The model being completely dissimilar to the observer.
(B) The model being perceived as having low status.
(C) The model's behavior resulting in negative consequences.
(D) The model being viewed as competent and prestigious.

287. The term 'social cognition' is defined in the text as:
(A) The set of societal values and beliefs.
(B) The ability to achieve personal goals in social situations.
(C) The mental processes used to understand social information.
(D) The direct imitation of an observed behavior.

288. The passage defines 'social competence' as the ability to:
(A) Only maintain positive relationships, regardless of personal goals.
(B) Achieve personal goals socially, while also preserving positive relationships.
(C) Interpret and remember information about others.
(D) Follow the values and beliefs of a culture without question.

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289. The values, beliefs, and behavioral standards that a culture considers important and which guide an individual's behavior are referred to as:
(A) Social cognition
(B) Social competence
(C) Social modeling
(D) Socialization goals

290. Based on the source, what is the relationship between social learning and social competence?
(A) Social learning is a fundamental process that contributes to the development of social competence.
(B) They are unrelated concepts.
(C) Social competence is a prerequisite for social learning to occur.
(D) Social learning and social competence are identical terms for the same ability.

Direction : Please read the following source carefully.

Guidance and Counselling are essential services designed to assist individuals in making intelligent choices and adjustments. The fundamental nature of guidance is to provide

preventative strategies, education, and social efforts used to foster healthy mental development.

17. (B) Functional autonomy of motives
Functional autonomy suggests that an individual's current motives are independent of their original origins in childhood or basic biological drives. As a person matures, their behaviors become self-sustaining and are performed for their own sake rather than to satisfy past needs. This concept emphasizes the importance of understanding a person's present goals and conscious purposes rather than focusing exclusively on their history or unconscious developmental fixations.

18. (A) Both A and R are true and R is the correct explanation of A.
Conservation is a major cognitive milestone in the concrete operational stage where children realize that the fundamental properties of an object, such as its volume or mass, remain unchanged despite alterations in its physical appearance. This understanding requires the child to focus on multiple dimensions simultaneously and use logical reasoning. The assertion and reason are both accurate because they correctly define the concept and identify its significance in development.

19. (C) Humanistic
Humanistic psychology focuses on the inherent potential for growth and self-actualization within every individual. This school of thought emphasizes free will, personal agency, and the importance of the subjective experience over deterministic theories. By prioritizing the client's perspective and their capacity for self-direction, humanistic theorists argue that individuals can overcome obstacles and achieve psychological health when provided with an environment characterized by empathy and genuine acceptance.

20. (D) Anal stage
The anal stage occurs during early childhood when the focus of pleasure shifts to bowel and bladder control. Success at this stage depends on how parents handle toilet training. If parents are overly strict or punitive, the child may develop a fixation, leading to a personality characterized by an excessive need for order, neatness, and control. These traits are often referred to as being anal-retentive and persist into adulthood.

21. (A) 1, 2, and 3
Mental health is a dynamic and multifaceted state that involves more than just the absence of psychiatric disorders. It encompasses emotional well-being, the ability to manage stress, and the capacity to form healthy social relationships. Furthermore, mental health deeply influences how individuals think, feel, and act in their daily lives. It is not a static or purely genetic condition, but rather one influenced by life experiences and environment.

22. (B) Reality Principle
The ego functions as the rational and decision-making part of the personality that mediates between the impulsive id and the moralistic superego. It operates on the reality principle, which seeks to satisfy the id's desires in realistic and socially appropriate ways. By using logic and reasoning, the ego evaluates the consequences of actions and delays gratification until a suitable time or method is available in the real world.

23. (D) Gardner and Sternberg
Modern psychology has moved away from viewing intelligence as a single, unitary ability toward more complex and multifaceted models. Howard Gardner proposed eight distinct types of intelligence, while Robert Sternberg developed the triarchic theory focusing on analytical, creative, and practical skills. These theories challenge traditional IQ measurements by recognizing that human cognitive strengths can exist in various domains, such as music, social interaction, and practical problem-solving.

24. (A) Emotional intelligence
Emotional intelligence involves the capacity to recognize, understand, and manage one's own emotions while also being sensitive to the emotional states of others. It includes skills such as self-regulation, empathy, and social motivation. High emotional intelligence allows individuals to navigate complex social environments, build stronger relationships, and make better decisions by integrating emotional information with cognitive processes. It is considered a critical factor for personal and professional success.

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not to direct or teach, but to create a supportive, non-judgmental therapeutic environment characterized by empathy, unconditional positive regard, and genuineness. In this client-centred model, the client is trusted to find their own path to personal growth and problem resolution. While REBT focuses on actively changing irrational thought patterns, Person-Centred Counselling focuses on creating a facilitative relationship that allows the client's innate potential to flourish. These approaches reflect different theories of counselling, with REBT stemming from rational and behavioural principles, and Rogers's work from a humanistic one.

Based on the above source, attempt the following five questions.

296. According to Albert Ellis's REBT, what is the primary cause of emotional distress?
(A) The activating event itself.
(B) The emotional consequences of an event.
(C) The counsellor's disputation of beliefs.
(D) The individual's irrational beliefs about an event.

297. A key difference between the Cognitive-Behavioural approach (REBT) and the Humanistic approach (Person-Centred Counselling) is that:
(A) REBT is a psychoeducational model, while Person-Centred Counselling is a facilitative model.
(B) REBT is non-directive, whereas Person-Centred Counselling is directive.
(C) REBT focuses on creating a supportive relationship, while Person-Centred Counselling focuses on disputing beliefs.
(D) REBT trusts the client to find their own solution, while Person-Centred Counselling teaches logical thinking.

298. In the context of REBT, the letter 'D' in the A-B-C-D-E model stands for:
(A) Developing new philosophies.
(B) Disputing irrational beliefs.
(C) Emotional distress.
(D) Directive counselling.

299. Which of the following is a core condition that a Person-Centred counsellor, following Carl Rogers, must provide?
(A) Active disputation of the client's thoughts.
(B) Unconditional positive regard.
(C) A detailed diagnosis of the client's problem.
(D) A set of rational beliefs to adopt.

300. The fundamental assumption of Carl Rogers's Person-Centred Counselling is that:
(A) Individuals possess an inherent capacity for self-actualization and growth.
(B) Individuals are primarily driven by irrational thoughts that must be corrected.
(C) The counsellor is the expert who must provide solutions to the client.
(D) Past events are the sole determinants of present behaviour.

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a bell is consistently rung before providing food, the bell alone will eventually cause salivation. This process demonstrates how associations are formed between environmental cues and biological responses, allowing organisms to anticipate significant events and react accordingly based on previous experience.

48. (B) Positive reinforcement
Positive reinforcement is an operant conditioning principle that involves the addition of a rewarding stimulus following a desired behavior, which increases the likelihood of that behavior occurring again in the future. In a classroom setting, providing a student with a star for correct answers serves as an incentive that strengthens their commitment to academic tasks. This technique is widely used in education and behavioral therapy to encourage the development of positive habits and skills through rewards.

49. (B) internal mental processes like thinking and memory.
Cognitive theories of learning differ from behaviorism by focusing on the internal mental structures and processes that occur between a stimulus and a response. These theories view the learner as an active processor of information who organizes, stores, and retrieves data to make sense of the world. By examining functions such as memory, attention, perception, and problem-solving, cognitive psychologists aim to understand how mental representations are formed and how they influence future behavior and learning.

50. (A) The learner's ability to pay attention to the model.
According to social learning theory, several cognitive processes must occur for observational learning to be successful. Attention is the first and most critical stage, as the learner must focus on the model and accurately perceive the relevant features of the behavior being demonstrated. Without sufficient attention, the subsequent steps of retention, reproduction, and motivation cannot take place. Factors such as the model's status, attractiveness, and the complexity of the behavior all influence the learner's attentional focus.

51. (C) Social competence
Social competence is the ability of an individual to interact effectively and appropriately with others across a variety of social contexts. It involves a combination of social skills, emotional intelligence, and social cognition. A socially competent person can navigate complex social hierarchies, resolve conflicts peacefully, and build lasting relationships by understanding social cues and responding with empathy. This capacity is vital for successful integration into society and for achieving personal goals within a group setting.

52. (D) Social cognition
Social cognition refers to the mental processes that people use to make sense of themselves and others in social situations. It involves how we encode, store, and retrieve information about social interactions, roles, and relationships. These processes help individuals interpret social cues, predict the behavior of others, and form impressions. Social cognition provides the cognitive foundation for social behavior, as our understanding of the social world directly influences how we choose to interact with people.

53. (C) Teaching a child the basic values and norms of society.
Primary socialization occurs during early childhood, primarily within the family unit, and is focused on teaching the foundational values, language, and behavioral norms of a culture. This process is essential for transforming a child into a functioning member of society. By internalizing these basic expectations, children learn how to interact with others and understand their own identity within a social framework. This initial phase provides the groundwork for all subsequent learning and socialization experiences.

54. (A) Both Statement I and Statement II are true.
Behaviorism and cognitive psychology offer contrasting views on the role of the learner. Behaviorists traditionally view the learner as a passive recipient whose behavior is shaped by external reinforcements and environmental stimuli. In contrast, cognitive theorists argue that the learner is an active processor of information who interprets experiences and constructs internal mental models. Both perspectives provide valuable insights into the learning process, with

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all needs, wants, and urges. If these impulses are not satisfied immediately, the person experiences a state of tension or anxiety, as the id does not consider reality or social norms.

9. (A) P-3, Q-1, R-4, S-2
Freud's psychosexual theory outlines stages focused on different bodily zones and developmental tasks. The oral stage centers on feeding and sucking, while the anal stage involves the challenges of toilet training. In the phallic stage, children experience the Oedipus or Electra complex as they become aware of gender differences. The latency stage is characterized by dormant sexual urges as children focus on social skills.

10. (A) Accepting and valuing a person for who they are, without any conditions.
Unconditional positive regard is a core concept in humanistic psychology that involves showing complete support and acceptance of a person regardless of what they say or do. It requires the provider to set aside personal biases and judgments to create a safe environment for growth. This acceptance allows individuals to explore their true selves without fear of rejection, fostering greater self-awareness and psychological health.

11. (D) Libido
The structural model of personality is composed of three distinct parts: the id, the ego, and the superego. These components interact to create complex human behaviors and internal conflicts. Libido, while central to the theory, refers to the psychic energy or life instinct that drives these structures rather than being a structural component itself. Understanding these divisions helps explain how individuals balance primitive desires with social reality.

12. (D) 1, 2, 3, and 4
Trait theory identifies specific characteristics as the building blocks of personality. Cardinal traits are rare but dominant, shaping a person's entire life. Central traits are the general characteristics found in some degree in every person, forming the basic foundations of personality. Secondary traits are more specific to certain situations or preferences. Together, these traits provide a comprehensive framework for understanding how individual differences remain consistent across time.

13. (C) feelings of anxiety and maladjustment.
Congruence occurs when an individual's real self, or how they actually perceive themselves, aligns with their ideal self, or who they wish to be. When a significant gap exists between these two concepts, it results in incongruence. This discrepancy often leads to psychological distress, feelings of failure, and chronic anxiety, as the person struggles to reconcile their actual experiences with their unattainable expectations for themselves.

14. (D) The whole is different from the sum of its parts.
Gestalt psychology emphasizes that human perception and experience are organized into meaningful wholes that cannot be understood simply by analyzing individual components. This school of thought suggests that our brains automatically structure sensory information into patterns. In the context of personality, it implies that an individual must be viewed as a complete, integrated system rather than a mere collection of isolated traits, behaviors, or past experiences.

15. (A) To prevent the onset of mental and emotional disorders.
Mental hygiene is a proactive and preventative field focused on maintaining mental health and preventing psychological disorders through education and early intervention. It aims to create environments that support emotional well-being and provide individuals with the tools to cope with stress effectively. By fostering healthy habits and social conditions, mental hygiene seeks to reduce the overall incidence of mental illness and improve quality of life.

16. (B) Mental health is a state, while mental hygiene refers to the practices used to achieve it.
Mental health represents the desired objective or condition of psychological well-being where an individual functions effectively and copes with life's challenges. Mental hygiene is the specialized branch of science and the set of practical measures applied to reach and maintain that state. Therefore, mental health is the end result, while mental hygiene encompasses the

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their strengths and weaknesses and adjust their strategies accordingly. This self-regulatory process is crucial for effective problem-solving and lifelong learning, as it allows for more intentional and efficient thinking.

33. (B) Analyzing and evaluating information to form a judgment.
Critical thinking is a disciplined mental process that involves the active and skillful conceptualization, application, and evaluation of information. It requires an individual to question assumptions, identify biases, and examine evidence before reaching a conclusion. Rather than accepting information at face value, a critical thinker uses logic and reasoning to assess the validity and relevance of various perspectives. This skill is fundamental for making informed decisions and solving complex problems.

34. (A) Problem solving
Problem solving is a cognitive process directed at achieving a specific goal when the solution is not immediately obvious. It typically involves several stages, including identifying the problem, breaking it down into manageable components, generating potential strategies, and finally evaluating the effectiveness of the chosen solution. By systematically analyzing the situation and applying logical steps, individuals can overcome obstacles and find efficient ways to resolve challenges in both academic and real-world contexts.

35. (C) Creativity
Creativity is the mental ability to generate ideas, solutions, or products that are both novel and valuable. It involves divergent thinking, which allows an individual to explore multiple possibilities and make unique connections between seemingly unrelated concepts. Creativity is not limited to the arts but is essential in science, technology, and daily life for innovation. It requires the courage to challenge existing norms and the persistence to refine ideas into useful outcomes.

36. (D) Freud – Emotional Intelligence
Intelligence theories are associated with specific psychologists who developed unique frameworks for understanding human ability. Robert Sternberg developed the triarchic theory, while Howard Gardner proposed multiple intelligences. Charles Spearman is known for the two-factor theory involving general and specific abilities. However, Sigmund Freud is primarily associated with psychoanalysis and personality development. Emotional intelligence was popularized much later by Daniel Goleman and is distinct from Freud's work on the unconscious mind and psychosexual stages.

37. (A) 1 and 3 only
Intelligence assessment typically provides a quantitative measure of cognitive ability through standardized testing. While these tests offer useful data for identifying educational needs, they have been criticized for cultural bias, as they may favor individuals from specific backgrounds or educational systems. Modern views emphasize that intelligence is not a static measurement but can change over time through experience and learning. Therefore, assessments must be interpreted with an understanding of the individual's cultural and environmental context.

38. (B) Componential intelligence
Componential intelligence, also known as analytical intelligence, involves the mental processes used in learning how to solve problems and perform tasks. It is most closely associated with the types of skills measured by traditional intelligence tests and academic examinations, such as logical reasoning and verbal ability. This component includes meta-components for planning, performance components for execution, and knowledge-acquisition components for learning new information. It is essential for success in formal educational settings.

39. (D) The view of intelligence as a single, unitary entity.
Howard Gardner's theory of multiple intelligences fundamentally challenged the traditional psychological view that intelligence is a single, general capacity that can be captured by a single IQ score. By identifying various distinct domains of talent, such as musical, kinesthetic, and interpersonal abilities, Gardner argued that individuals possess different cognitive profiles. This perspective encourages a broader understanding of human potential and has led to more inclusive educational practices that recognize diverse ways of learning.

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25. (A) 2, 4, 3, 1
Cognitive development follows a sequential order starting with the sensorimotor stage from birth to two years. It is followed by the preoperational stage, where symbolic thought begins. The concrete operational stage then emerges during middle childhood, allowing for logical reasoning about tangible objects. Finally, the formal operational stage develops during adolescence, characterized by abstract and hypothetical thinking. This chronological sequence represents the increasing complexity of an individual's mental processing capabilities.

26. (A) Emotional intelligence
While emotional intelligence is a significant psychological concept, it was not one of the specific categories originally proposed by Howard Gardner in his theory of multiple intelligences. Gardner's model includes linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. Emotional intelligence, which shares similarities with interpersonal and intrapersonal intelligences, was popularized later by other researchers as a distinct framework for understanding emotional and social competence.

27. (D) Experiential (Creative) intelligence
Experiential intelligence is the component of the triarchic theory that focuses on how individuals connect their internal world to external reality through innovation. It involves the ability to deal effectively with novel situations and find original solutions to unfamiliar problems. Individuals high in this type of intelligence are capable of generating new ideas and automating routine tasks quickly, which allows them to dedicate more cognitive resources to complex and creative challenges.

28. (B) E.L. Thorndike
The concept of social intelligence was first introduced in the early 20th century to describe the ability to understand and manage people. It involves acting wisely in human relations and navigating various social contexts effectively. While later theorists like Howard Gardner and Daniel Goleman expanded on these ideas, it was E.L. Thorndike who initially proposed that social competence is a distinct form of intelligence separate from mechanical and abstract cognitive abilities.

29. (C) Practical intelligence
Practical intelligence, often described as street smarts, is the ability to adapt to, shape, or select environments that fit one's goals and needs. It is characterized by the effective application of knowledge to everyday situations and the resolution of real-world problems that may not have clear-cut answers. Unlike analytical intelligence, which is measured by traditional academic testing, practical intelligence is demonstrated through successful navigation of social, vocational, and daily life challenges.

30. (D) Interpersonal intelligence
Interpersonal intelligence refers to the capacity to detect and respond appropriately to the moods, motivations, and desires of other people. Individuals with high interpersonal intelligence are often skilled at communication, conflict resolution, and leadership. They can easily empathize with others and work effectively in collaborative environments. This type of intelligence is essential for professions that require significant human interaction, such as teaching, counseling, sales, and community leadership.

31. (A) P-3, Q-1, R-4, S-2
Different types of intelligence are often reflected in specific professional choices and successes. Bodily-kinesthetic intelligence is essential for athletes who require physical coordination. Linguistic intelligence is a core trait for journalists who work with language. Intrapersonal intelligence allows philosophers to engage in deep self-reflection and existential thought. Spatial intelligence is vital for architects who must visualize and design complex structures. Matching these intelligences with careers demonstrates their practical application in society.

32. (B) Metacognition
Metacognition involves a higher level of awareness and control over one's own cognitive processes. It includes the ability to plan a learning task, monitor comprehension, and evaluate progress toward a goal. By reflecting on how they think and learn, individuals can identify

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assistance and support to a person, enabling them to direct their own life path effectively. Its core principle is to empower the individual toward self-direction, rather than making decisions for them. The need for guidance arises from the complexities of modern life, including educational choices, vocational planning, and personal-social adjustments. Guidance can be categorized into several types. 'Educational guidance' helps students with curriculum choices and academic difficulties. 'Vocational guidance' assists in career exploration and decision-making. 'Personal guidance' addresses emotional, social, and personal challenges. Within the counselling process, which is a core part of guidance, different approaches can be adopted. The 'Directive' approach, also known as the counsellor-centred approach, involves the counsellor taking a lead role in diagnosing the problem and suggesting solutions. Conversely, the 'Non-directive' approach, or client-centred approach, places the primary responsibility on the client to explore their feelings and find their own solutions, with the counsellor acting as a facilitator. An 'Eclectic' approach combines elements from both directive and non-directive methods, allowing the counsellor to flexibly adapt their technique based on the client's specific needs and situation.

Based on the above source, attempt the following five questions.

291. What is described as the core principle of guidance?
(A) Making decisions on behalf of the individual.
(B) Focusing exclusively on vocational planning.
(C) Empowering the individual towards self-direction.
(D) Diagnosing and treating severe mental disorders.

292. A counsellor who takes a leading role, diagnoses the client's problem, and provides direct advice on how to solve it is using which approach?
(A) Directive
(B) Non-directive
(C) Eclectic
(D) Person-centred

293. Assistance provided to a student struggling to choose the right subjects for their future career path falls under the category of:
(A) Personal guidance
(B) Health guidance
(C) Social guidance
(D) Educational guidance

294. The 'Eclectic' approach to counselling is characterized by its:
(A) Strict adherence to a single theoretical model.
(B) Flexible combination of different counselling techniques.
(C) Exclusive focus on the client's responsibility.
(D) Complete rejection of the counsellor's expertise.

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295. The primary difference between the Directive and Non-directive approaches to counselling lies in:
(A) The type of guidance being offered (e.g., educational vs. vocational).
(B) The duration of the counselling sessions.
(C) The degree of responsibility and control held by the counsellor versus the client.
(D) The location where the counselling takes place.

Direction : Please read the following source carefully.

Modern counselling incorporates various theoretical approaches to address human distress. The Cognitive-Behavioural approach, particularly Albert Ellis's Rational Emotive Behavior Therapy (REBT), is a prominent example. REBT is founded on the premise that it is not external events (A, for Activating Event) that cause emotional distress (C, for emotional Consequence), but rather the individual's irrational beliefs (B, for Beliefs) about those events. The therapist's role is to dispute (D) these irrational beliefs and help the client develop a more rational and effective (E) new philosophy. This is a directive and psychoeducational model where the counsellor actively teaches the client to think more logically. In contrast, the Humanistic approach, exemplified by Carl Rogers's Person-Centred Counselling, operates on a different set of principles. It posits that individuals have an inherent capacity for growth and self-actualization. The counsellor's role is

40. (A) Both A and R are true and R is the correct explanation of A.
Metacognition plays a vital role in the learning process because it allows individuals to take an active role in their own education. By being aware of their cognitive strengths and limitations, learners can select the most appropriate strategies for different tasks and monitor their understanding in real-time. This self-awareness enables them to make necessary adjustments when they encounter difficulties, ultimately leading to more effective problem-solving and a deeper comprehension of the material being studied.

41. (C) Divergent thinking
Divergent thinking is a cognitive process used to generate a wide variety of creative ideas and potential solutions by exploring many possible directions. Brainstorming is a common technique designed to facilitate this type of thinking by encouraging participants to produce as many ideas as possible without the fear of immediate criticism or judgment. This approach helps break down rigid mental sets and allows for the emergence of original and unconventional thoughts before they are later evaluated.

42. (C) Statement I is true but Statement II is false.
Social intelligence is correctly defined as the ability to navigate complex social environments and induce cooperation among others. Emotional intelligence, however, is not focused solely on the emotions of others; it equally involves the recognition and management of one's own emotional states. Therefore, while social intelligence emphasizes external interaction, emotional intelligence encompasses both internal self-awareness and external social sensitivity. This distinction is vital for understanding how individuals balance personal feelings with social demands.

43. (B) 1, 2, 3, and 4
Higher-order thinking skills refer to cognitive processes that go beyond basic rote memorization and simple comprehension. These skills include problem-solving, critical thinking, metacognition, and creativity. They require individuals to analyze, evaluate, and synthesize information to create new knowledge or find original solutions. While emotional intelligence is a crucial psychological capacity, it is generally categorized as an affective and social skill rather than a purely cognitive higher-order thinking skill in traditional educational taxonomies.

44. (B) Learning is an automatic process that requires no effort.
Learning is a dynamic and active process that requires the engagement of the individual to acquire new knowledge or skills. It is most effective when it is intentional, goal-directed, and supported by feedback or reinforcement. Unlike involuntary biological reflexes, learning generally requires cognitive effort, attention, and practice to result in a relatively permanent change in behavior or mental representations. Passive exposure alone is rarely sufficient for significant and lasting learning to take place.

45. (C) Behaviouristic approach
The behavioristic approach to learning focuses exclusively on observable and measurable behaviors rather than internal mental states. This perspective emphasizes that all behaviors are acquired through interactions with the environment, specifically through the processes of classical and operant conditioning. Behaviorists view the learner as a responder to environmental stimuli and argue that psychology should remain an objective science by studying the relationship between external events and the resulting behavioral responses.

46. (D) Albert Bandura
Albert Bandura is the primary theorist behind social learning theory, which posits that people can learn new behaviors by observing and imitating others. This process, known as modeling, suggests that direct reinforcement is not always necessary for learning to occur. Through his research, Bandura demonstrated that individuals can acquire complex social skills and attitudes by watching the consequences that others receive for their actions, highlighting the role of cognitive processes in behavioral change.

47. (A) Conditioned Stimulus (CS)
In classical conditioning, a conditioned stimulus is a previously neutral stimulus that, after being repeatedly paired with an unconditioned stimulus, eventually comes to trigger a conditioned response. For example, if

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1. (B) It refers to the measurable quantitative and physiological changes.
Growth specifically refers to the physical expansion of the human body and its parts over time. This process is essentially quantitative, meaning it can be measured in terms of height and weight. While development encompasses holistic changes in behavior, growth is limited to the physiological maturation that concludes when an individual reaches adulthood. It represents the structural changes occurring within the biological framework of humans.

2. (A) the head downward to the rest of the body.
The cephalocaudal principle explains the direction of human development starting from the head and proceeding downward toward the feet. This developmental pattern is observable in infants who gain control over their neck and head muscles before they can coordinate their arms or legs. It highlights that the upper parts of the body develop more rapidly and mature earlier than the lower parts during growth.

3. (C) All individuals develop at the exact same rate.
Human development follows a predictable sequence and pattern, but the pace at which these changes occur varies significantly between individuals. While most children reach milestones like walking or talking in the same order, the exact age of achievement depends on unique hereditary factors and environmental influences. Development is a continuous process resulting from the interaction between biology and experience, though individual rates remain distinct.

4. (D) development proceeds from the central parts to the periphery.
The proximodistal principle describes physical development as progressing from the central axis of the body toward the extremities. In this pattern, the trunk and internal organs develop and function before the hands, fingers, and toes. For example, infants can control their shoulders and arms long before they possess the fine motor skills required to manipulate small objects with their fingers or perform intricate tasks.

5. (C) Sensorimotor Stage
Object permanence is a fundamental cognitive milestone typically achieved during the first two years of life. This concept involves the realization that objects continue to exist even when they are no longer visible or heard. It marks a significant transition from early reflexive behavior to more complex mental representations, allowing children to understand that the physical world is stable regardless of their immediate sensory perception.

6. (A) Both A and R are true and R is the correct explanation of A.
Development is a comprehensive term that encompasses growth as one of its components. While growth is restricted to quantitative and measurable physical changes like height and weight, development includes qualitative improvements in an individual's functioning and behavior. Because growth stops once a person reaches physical maturity while development continues throughout the lifespan, growth is logically considered a subset of the broader developmental process.

7. (D) Concrete Operational Stage
During the concrete operational stage, children develop the ability to perform mental operations and think logically about physical objects and events. They can understand concepts like conservation and reversibility but still struggle with hypothetical or abstract ideas that lack a tangible basis. This stage represents a significant shift from the intuitive thinking of early childhood to more organized and rational thought concerning the immediate environment.

8. (A) The Id
According to psychoanalytic theory, the id is the primitive and instinctive component of personality that is present from birth. It operates entirely on the pleasure principle, which demands the immediate satisfaction of

one emphasizing external control and the other highlighting internal cognitive agency.

55. (A) 4, 3, 1, 2
Albert Bandura identified four essential processes that must occur for observational learning to take place. First, the learner must pay attention to the model's behavior. Second, they must retain the information in their memory. Third, they must have the physical and mental ability to reproduce the behavior. Finally, there must be a motivation or incentive for the learner to perform the behavior. This sequence explains how individuals acquire and demonstrate new skills through observation.

56. (A) Insight learning
Insight learning is a cognitive phenomenon where a solution to a problem appears suddenly after a period of mental reorganization, often described as an "aha" moment. This concept contradicts behavioristic principles, which explain learning as a gradual process of trial and error or association through reinforcement. While behaviorism focuses on observable actions and external rewards, insight learning emphasizes internal mental processes and the understanding of relationships between elements of a problem to achieve a breakthrough.

57. (C) social cognition.
Social cognition encompasses an individual's understanding of the social world, including the rules that govern relationships and the nature of social institutions. By developing concepts of friendship, authority, and group dynamics, individuals learn to navigate their social environment more effectively. This cognitive development allows them to interpret the intentions of others and adjust their own behavior to meet social expectations. It is a critical component of overall development that facilitates successful interaction with peers and society.

58. (A) A lack of motivation or incentive to perform the behavior.
Social learning is not an automatic process; it requires the learner to have a reason to perform the observed behavior. Even if an individual has paid attention to a model and retained the information, they may choose not to demonstrate the behavior if they lack motivation or perceive no benefit. Motivation is often driven by the expectation of rewards or the desire to avoid punishment. Without this incentive, the bridge between learning and performance is effectively broken.

59. (D) The individual's physical height and weight.
Social competence is fundamentally a psychological and social construct rather than a physical one. It depends on an individual's ability to process social information, regulate their emotions, and use effective communication strategies. While physical characteristics might influence how others initially perceive a person, they do not determine the underlying skills required for successful social interaction. Mastery of social cues and the ability to build rapport are learnable competencies that are independent of an individual's physical stature or appearance.

60. (B) The cultural expectations for behavior transmitted to members.
A socialization goal refers to the specific outcomes and standards that a society or group aims to instill in its members to ensure social cohesion and continuity. These goals involve the transmission of cultural values, beliefs, and behavioral norms that allow individuals to function successfully within their community. By aligning individual behavior with group expectations, socialization goals help maintain social order and prepare members for various roles, from childhood through adulthood and into different vocational paths.

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61. (B) 1, 2, and 3
Learning theories provide different frameworks for understanding how knowledge is acquired. Behaviorism focuses on the relationship between stimuli and responses, while cognitive theories emphasize internal mental processing. Social learning theory serves as a bridge between these two by incorporating both environmental influences and cognitive factors like observation and imitation. Humanism is indeed a major school of thought, but it focuses more on personal growth and self-actualization rather than the specific mechanisms of cognitive or behavioral learning.

and environment constantly influence each other throughout the individual's entire lifespan.

91. (A) P-3, Q-4, R-1, S-2
Major psychological theorists are each associated with unique frameworks for understanding human behavior and personality. Sigmund Freud developed psychoanalysis, focusing on the unconscious mind. Carl Rogers pioneered person-centered therapy within the humanistic school. Gordon Allport is a central figure in trait theory, emphasizing stable characteristics. Max Wertheimer was a founder of Gestalt psychology, which focuses on holistic perception. Matching these individuals with their respective concepts provides a clear overview of the diverse historical perspectives within the field of psychology.

92. (B) intelligence is a single, general cognitive ability.
The unitary theory of intelligence, also known as the monarchic theory, suggests that intelligence is a single, all-encompassing power that influences all cognitive tasks. According to this view, an individual who is intelligent in one area is likely to be intelligent in others as well. This perspective was the basis for early intelligence testing, which aimed to measure a general factor of mental ability. Later theories challenged this idea by proposing that intelligence is composed of many distinct and independent capacities.

93. (C) Spiritual
Howard Gardner's theory of multiple intelligences identifies several specific domains of human ability, but spiritual intelligence is not one of the eight officially recognized categories. Gardner's model includes linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. While Gardner has considered the possibility of an existential intelligence related to deep life questions, he has consistently avoided categorizing spirituality as a distinct form of intelligence, as it is often tied to religious beliefs rather than specific cognitive capacities.

94. (D) Analytical Intelligence
Analytical intelligence is one of the three components of Sternberg's triarchic theory and involves the mental processes used to evaluate and solve problems. It is characterized by the ability to break down complex information, compare different options, and judge the validity of arguments. This type of intelligence is highly valued in traditional academic environments and is typically what is measured by standardized tests. It allows individuals to use logical reasoning to reach correct conclusions and perform tasks that require critical evaluation.

95. (C) Statement I is false but Statement II is true.
The traditional view that intelligence can be fully captured by a single standardized IQ score is now widely considered outdated by many psychologists. Modern approaches, such as those proposed by Gardner and Sternberg, recognize that intelligence is a multifaceted construct that includes practical, creative, and social skills in addition to academic abilities. These contemporary theories emphasize that human potential is diverse and cannot be reduced to a single number, highlighting the importance of considering multiple dimensions of competence.

96. (B) Realizing one is not understanding a text and re-reading it.
Metacognitive behavior involves the active monitoring and regulation of one's own cognitive processes. When a student recognizes that they have failed to comprehend a passage of text and decides to re-read it, they are demonstrating self-awareness and self-correction. This process requires the individual to evaluate their level of understanding and apply a specific strategy to improve their learning outcome. Metacognition is a hallmark of successful learners who can adapt their study habits to meet the demands of a task.

97. (A) 1 and 2 only
Creativity and critical thinking are both essential higher-order thinking skills, but they serve different cognitive functions. Creativity is primarily associated with divergent thinking, which involves generating many original ideas and possibilities. Critical thinking is linked to convergent thinking, where individuals analyze and evaluate those ideas to find the best solution. These two processes are not mutually exclusive; instead, they work together in problem-solving. An individual must first generate creative

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69. (C) Directive guidance
Directive guidance is an approach where the counselor takes an active and authoritative role in the process. The counselor is responsible for diagnosing the individual's problem, collecting necessary data, and prescribing a specific course of action to resolve the issue. This method is often efficient for addressing immediate problems where the client may lack the information or clarity to make a decision independently. It emphasizes the counselor's expertise and professional judgment in guiding the individual toward a solution.

70. (B) Carl Rogers
The non-directive approach, also known as client-centered therapy, was pioneered by Carl Rogers. This method shifts the focus away from the counselor's expertise and emphasizes the client's inherent capacity for self-healing and growth. In non-directive guidance, the counselor acts as a facilitator, providing a warm and empathetic environment that allows the client to explore their own feelings and reach their own conclusions. The client assumes primary responsibility for the direction and outcome of the process.

71. (D) a flexible approach combining techniques from various theories.
The eclectic approach to guidance and counseling is characterized by its flexibility and pragmatism. Instead of adhering strictly to a single theoretical school of thought, an eclectic counselor selects and integrates techniques from various models, such as behavioral, cognitive, or humanistic approaches, based on the specific needs and personality of the client. This customized approach recognizes that no single theory is sufficient for all individuals and allows the counselor to adapt their methods to provide the most effective support possible.

72. (A) Cognitive-Behavioural
Rational Emotive Behavior Therapy (REBT), developed by Albert Ellis, is a foundational form of cognitive-behavioral therapy. It is based on the premise that emotional and behavioral problems are not caused directly by external events, but rather by the irrational beliefs and self-defeating thoughts people have about those events. By identifying and challenging these irrational thoughts, individuals can change their emotional responses and adopt more functional behaviors. This approach emphasizes the active role of cognition in determining psychological health.

73. (C) Rational Emotive Behavior Therapy (REBT)
The ABC model is a core theoretical framework used in Rational Emotive Behavior Therapy to explain the origins of psychological distress. In this model, 'A' represents the activating event, 'B' refers to the beliefs about that event, and 'C' signifies the resulting emotional and behavioral consequences. By teaching clients to analyze their experiences through this framework, therapists help them realize that changing their beliefs can lead to more positive and adaptive consequences, even when the external events remain unchanged.

74. (A) Belief System
Within the ABC model of Rational Emotive Behavior Therapy, the 'B' stands for the belief system that an individual uses to interpret an activating event. It is these beliefs, particularly when they are irrational or absolute, that lead to unhealthy emotional consequences. REBT focuses on helping individuals replace irrational beliefs, such as "musts" and "shoulds," with more flexible and rational ones. This shift in perspective is the key to reducing emotional suffering and improving behavioral outcomes in challenging situations.

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75. (B) 2, 3, and 5
Guidance is a developmental and lifelong process intended for all individuals, not just those with identified problems. It is based on a respect for the individual's right to make their own choices and aims to support holistic development across academic, vocational, and personal domains. Unlike disciplinary measures or prescriptive advice, guidance focuses on empowering people to understand themselves better and achieve self-direction. It is a proactive service that helps individuals navigate various life stages and challenges effectively.

76. (B) unconditional positive regard.
Carl Rogers identified three essential core conditions that a counselor must provide to facilitate positive change in a client. Empathy involves deeply understanding the client's

perspective, and congruence requires the counselor to be genuine and authentic. The third condition, unconditional positive regard, involves accepting the client completely without judgment or conditions. Together, these conditions create a safe and supportive therapeutic relationship that allows the client to explore their true self and move toward self-actualization and greater psychological health.

77. (C) Behaviouristic Theory
Behaviouristic theory in counseling focuses on the modification of observable behaviors through the application of learning principles. Techniques like systematic desensitization are used to help individuals overcome phobias or anxiety by gradually exposing them to feared stimuli while teaching relaxation responses. This approach views psychological problems as learned maladaptive behaviors that can be unlearned or replaced with more functional ones. It is typically action-oriented and goal-directed, prioritizing measurable change in the client's behavior over deep psychological insight.

78. (D) fulfill their basic needs in responsible ways.
Reality therapy is based on the idea that all human behavior is an attempt to satisfy five basic genetic needs: survival, love and belonging, power, freedom, and fun. The goal of the counselor is to help the client evaluate their current behavior and determine if it is effectively meeting these needs without harming others. By focusing on the present and encouraging personal responsibility, reality therapy empowers individuals to make more effective choices and develop healthier relationships.

79. (A) Both Statement I and Statement II are true.
Directive and non-directive counseling represent two different philosophies regarding the counselor's role. Directive counseling is counselor-centered, meaning the counselor takes the lead in diagnosing the problem and suggesting solutions. Non-directive counseling, or client-centered therapy, is based on the belief that the client has the primary responsibility for their own growth and should lead the discussion. Both statements are accurate because they correctly identify the primary focus and responsibility within each of these two major counseling approaches.

80. (B) guidance is preventive, while counselling is remedial and in-depth.
While guidance and counseling are related, they differ in their scope and intensity. Guidance is generally a broader, preventive service that provides information and support to help individuals make healthy choices and avoid future problems. Counseling is typically a more intensive, remedial process aimed at resolving specific psychological issues or emotional conflicts through a deep therapeutic relationship. Guidance can often be integrated into educational or vocational settings, whereas counseling usually requires specialized professional training to address complex mental health needs.

81. (B) Principle of continuity
The principle of continuity states that development is a lifelong process that begins at conception and continues until death. It emphasizes that growth and change do not occur in isolated bursts but are part of a continuous stream where each stage builds upon the previous one. This principle highlights that early experiences significantly influence later development, and that the potential for learning and adaptation remains present throughout an individual's entire life, regardless of their age.

82. (A) Both A and R are true and R is the correct explanation of A.
Carl Rogers' humanistic theory posits that psychological health is achieved when there is congruence between a person's real self and their ideal self. A fully functioning person is one who is open to experience and lives authentically. When a large discrepancy exists, it causes incongruence, which is a primary source of anxiety and defensive behavior. The reason correctly explains the assertion because it identifies the negative psychological impact of incongruence as the barrier to achieving the state of being fully functioning.

83. (C) Formal operational stage
The formal operational stage is the final stage of Piaget's theory of cognitive development, typically beginning around age twelve. During this stage, adolescents move beyond concrete thinking and gain the ability to reason about abstract concepts and hypothetical situations. They can use systematic logic to solve problems

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and think scientifically about the world. This advanced level of cognition allows individuals to consider multiple perspectives, plan for the future, and engage in complex philosophical or mathematical reasoning.

84. (D) Superego
The superego is the component of personality that represents the internalized ideals and moral standards of society. It acts as the "moral arm" of the individual, striving for perfection rather than mere pleasure. The superego consists of the conscience, which punishes wrong behavior through guilt, and the ego-ideal, which rewards correct behavior through pride. By enforcing ethical standards, the superego counterbalances the impulsive drives of the id and encourages the ego to act in socially acceptable ways.

85. (C) A person's preference for a specific type of food.
In Gordon Allport's trait theory, secondary traits are characteristics that are less consistent and influential than central or cardinal traits. They are often situation-specific and may only be apparent under certain circumstances or in relation to specific preferences. Examples include a person's taste in music, their favorite foods, or specific reactions to particular events. Because secondary traits do not define the core of an individual's personality, they are less useful for predicting general behavior across different social contexts.

86. (A) 2, 4, 1, 5, 3
Sigmund Freud proposed that personality develops through five psychosexual stages. The oral stage is the first, followed by the anal stage during early childhood. The phallic stage occurs next, when children focus on their gender identity. This is followed by the latency period, where sexual impulses are dormant. Finally, the genital stage begins at puberty and continues through adulthood. This chronological sequence emphasizes the importance of early childhood experiences in shaping the adult personality and psychological health.

87. (D) A state of well-being where an individual realizes their abilities.
Mental health is a positive state of psychological well-being that allows individuals to realize their potential, cope with the normal stresses of life, and work productively. It is not merely the absence of mental illness, but rather a dynamic condition that enables people to contribute meaningfully to their communities. Maintaining mental health involves balancing various aspects of life, including emotional, social, and cognitive functions, to achieve an overall sense of resilience and personal satisfaction in one's daily activities.

88. (A) emphasis on holistic perception and insight in learning.
Max Wertheimer and Kurt Koffka were central figures in Gestalt psychology, which revolutionized the understanding of perception and learning. They argued that the mind perceives things as organized wholes rather than as a collection of isolated parts. Their research on insight learning demonstrated that animals and humans can solve problems through a sudden reorganization of their perceptions, rather than just through trial and error. This holistic approach significantly influenced both cognitive psychology and educational theories regarding how individuals acquire knowledge.

89. (C) Egocentrism
Egocentrism is a characteristic of the preoperational stage of cognitive development where a child is unable to understand that other people may have different perspectives or feelings from their own. The child assumes that everyone sees the world exactly as they do. This is not a matter of selfishness, but rather a cognitive limitation of their developmental stage. As children mature and move into the concrete operational stage, they gradually gain the ability to "decenter" and appreciate multiple viewpoints.

90. (A) The nature-nurture debate.
The nature-nurture debate is a fundamental question in psychology regarding the relative importance of genetic inheritance and environmental influences in human development. "Nature" refers to the biological and hereditary factors that define our potential, while "nurture" encompasses the environmental experiences, upbringing, and social conditions that shape how that potential is realized. Modern psychologists generally agree that development is a complex interaction of both factors, as genetics

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if the initial solution proves to be ineffective or incomplete.

105. (C) A heuristic
A heuristic is a mental shortcut or "rule of thumb" that individuals use to solve problems and make decisions quickly and efficiently. Heuristics simplify complex tasks and reduce the cognitive effort required to reach a conclusion. However, because they rely on generalizations and approximations rather than precise rules, they do not guarantee a correct solution and can sometimes lead to systematic errors or biases. Despite this, heuristics are essential tools for navigating the overwhelming amount of information encountered in daily life.

106. (A) Unconditioned Stimulus (UCS)
In Pavlov's classic experiments, the unconditioned stimulus is the stimulus that naturally and automatically triggers a biological response without any prior learning. Food is the UCS because it naturally causes a dog to salivate, which is the unconditioned response. By pairing this natural stimulus with a neutral stimulus, like a bell, Pavlov demonstrated how a conditioned response could eventually be elicited by the bell alone. This process of association is the foundation of classical conditioning and behavioral psychology.

107. (A) 1, 2, and 3
Learning theories offer different perspectives on the mechanisms of behavior change. Behaviorism is often called "black box" psychology because it ignores internal mental states and focuses only on external inputs and outputs. Cognitive theories, conversely, aim to understand the processes occurring "inside the box," such as memory and thinking. Social learning theory adds a layer by showing how learning can happen indirectly through observation. Classical conditioning generally involves involuntary responses, while insight learning is firmly rooted in cognitive rather than behavioristic principles.

108. (B) Negative punishment
Negative punishment is an operant conditioning principle used to decrease an unwanted behavior by removing a desirable stimulus. In the case of a teenager losing phone privileges for breaking curfew, the phone represents the pleasant stimulus that is taken away to discourage future rule-breaking. This differs from negative reinforcement, which involves removing an unpleasant stimulus to increase a desired behavior. Negative punishment is a common behavioral management strategy intended to teach accountability by linking negative actions to the loss of valued rewards.

109. (C) Cognitive theory (Insight Learning)
Insight learning is a cognitive process where a solution to a problem is discovered suddenly rather than through gradual trial and error. This "aha" moment occurs when an individual mentally reorganizes the elements of a situation to see a new relationship between them. Associated with Gestalt psychologists like Wolfgang Köhler, insight learning emphasizes the role of mental processing and understanding in problem-solving. It demonstrates that learning can involve internal breakthroughs that transcend simple behavioral associations or the slow accumulation of reinforced responses.

110. (D) Vicarious reinforcement
Vicarious reinforcement occurs when an individual's behavior is influenced by observing the consequences that others receive for their actions. In social learning, if a child sees a sibling being praised for polite behavior, they are more likely to imitate that behavior in hopes of receiving similar positive feedback. This demonstrates that learning can occur indirectly through observation, as the child internalizes the relationship between the behavior and its reward without having to experience the reinforcement personally.

111. (A) Schema
A schema is a cognitive framework or mental structure that helps individuals organize and interpret social information. In the context of social cognition, schemas allow us to categorize people, events, and relationships based on previous experiences. They act as mental shortcuts that help us quickly process complex social situations and predict how others might behave. While schemas are essential for efficiency, they can also lead to stereotypes if they become too rigid and fail to account for individual differences in social interactions.

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options and then use critical thinking to assess their feasibility and effectiveness.

98. (A) Spatial intelligence
Spatial intelligence is the ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions. It is a core strength for individuals like architects, sailors, and sculptors who must visualize three-dimensional structures and navigate complex environments. This intelligence involves sensitivity to color, line, shape, and space, as well as the capacity to mentally manipulate objects in three dimensions. High spatial intelligence allows for the creation of mental maps and the effective design of physical objects and spaces.

99. (C) Algorithms
An algorithm is a systematic, step-by-step procedure or mathematical formula that is guaranteed to produce a correct solution to a problem if followed correctly. Algorithms are common in fields like mathematics and computer science, where precise rules can be applied to reach an outcome. While highly effective, algorithms can be time-consuming and are not always practical for complex, real-world problems. In such cases, individuals often rely on heuristics, which are mental shortcuts that are faster but do not guarantee a correct answer.

100. (D) Intrapersonal intelligence
Intrapersonal intelligence is the capacity to understand oneself, including one's own emotions, motivations, and inner psychological states. Individuals with high intrapersonal intelligence are often self-reflective and have a clear perception of their own strengths and limitations. They use this self-knowledge to regulate their behavior and make effective life decisions. This type of intelligence is vital for personal growth, emotional regulation, and psychological well-being, as it allows individuals to align their actions with their deepest values and goals.

101. (C) A leader effectively motivating a team.
Social intelligence is the ability to understand and manage interpersonal relationships effectively. A leader who can motivate a team demonstrates this intelligence by recognizing the needs of others and using communication skills to build cooperation and consensus. This involves empathy, social awareness, and the capacity to influence group dynamics positively. Unlike solitary tasks like solving equations or composing music, social intelligence is inherently interactive and is measured by the quality of one's engagement with other people in diverse social settings.

102. (A) Both A and R are true and R is the correct explanation of A.
Howard Gardner's theory of multiple intelligences has had a profound impact on education because it challenges the "one-size-fits-all" approach to teaching. By recognizing that students have different intellectual strengths, the theory encourages educators to diversify their instructional methods and assessment tools. This allows teachers to reach more students by presenting material in ways that align with their specific intelligences, such as using music, physical movement, or social collaboration. The reason provided accurately explains why the theory has changed modern educational practices.

103. (D) Daniel Goleman
While the concept of emotional intelligence was explored by early researchers like Salovey and Mayer, it was Daniel Goleman who popularized the term for a global audience. In his influential work, Goleman argued that emotional competencies—such as self-awareness, self-regulation, and empathy—are often more important than traditional IQ for achieving success in life and leadership. His work brought emotional intelligence into the mainstream of psychology, business, and education, highlighting the critical role of emotions in human behavior and decision-making.

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104. (A) Ignoring evaluation of results
Effective problem-solving is a structured process that involves several critical phases. It begins with identifying and defining the problem clearly, followed by generating a variety of potential solutions. After a strategy is implemented, it is essential to monitor the progress and evaluate the results to determine if the goal has been achieved. Ignoring the evaluation phase would prevent an individual from learning from their experiences or making necessary adjustments

62. (A) Both A and R are true and R is the correct explanation of A.
Social learning theory expands on traditional behaviorism by suggesting that learning can occur without the individual directly experiencing a reward or punishment. This is achieved through vicarious reinforcement, where an observer sees someone else being reinforced for a specific action and then imitates that behavior to achieve similar results. This cognitive process allows individuals to learn from the experiences of others, making the learning process more efficient and reducing the need for direct trial and error.

63. (A) Educational guidance
Educational guidance is a specialized service within the school system designed to help students navigate their academic journey. It assists them in selecting appropriate courses, understanding curriculum requirements, and making adjustments to their learning environment. The primary goal is to help students maximize their academic potential and make informed decisions about their educational future. By addressing issues like study habits and subject choice, educational guidance ensures that students are well-prepared for their subsequent academic and professional lives.

64. (B) A service designed to help individuals help themselves.
The fundamental nature of guidance is developmental and empowering rather than prescriptive. It is a process of assisting individuals to understand their own strengths, weaknesses, and opportunities so they can make their own informed decisions. Guidance does not involve solving problems for the individual or giving direct orders; instead, it provides the support and information necessary for the person to achieve self-direction. This approach fosters personal responsibility and long-term growth in the individual being guided.

65. (B) Guidance involves making decisions for the individual.
One of the core principles of guidance is that it must respect the individual's right to self-determination. A guidance counselor's role is to provide information, facilitate self-reflection, and explore options, but the final decision-making power remains with the individual. Taking over the decision-making process would hinder the person's development and undermine the goal of self-reliance. Guidance is a collaborative and continuous process meant to help everyone, focusing on the unique needs and differences of each person.

66. (A) the increasing complexity of choices in education and career.
In modern society, the sheer number of educational pathways and career options has expanded significantly, making the decision-making process more difficult for individuals. Rapid technological changes and economic shifts have created new professions while making others obsolete. This complexity has necessitated the growth of professional guidance services to help people navigate these choices effectively. Without expert assistance, individuals may find it challenging to align their personal interests and abilities with the diverse opportunities available in the contemporary world.

67. (C) Personal guidance
Personal guidance focuses on the emotional and psychological well-being of the individual, helping them resolve internal conflicts and develop healthy coping mechanisms. It addresses issues such as self-esteem, stress management, and personal adjustment to life changes. By facilitating a deeper understanding of one's own feelings and motivations, personal guidance enables individuals to make choices that align with their values and lead to a more fulfilling life. This form of support is essential for maintaining overall mental health.

68. (A) P-4, Q-1, R-2, S-3
Different areas of guidance address specific challenges faced by students. Educational guidance is concerned with academic matters like subject selection, while vocational guidance focuses on career paths and professional goals. Social guidance helps individuals manage interpersonal relationships and peer pressure effectively. Personal guidance often deals with internal psychological states, such as test anxiety or emotional regulation. By categorizing these services, schools can provide comprehensive support that addresses all aspects of a student's development and well-being.

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112. (B) Socialization
Socialization is the comprehensive and lifelong process through which individuals learn the values, norms, and skills required to function as members of their society. It begins in infancy through interactions with family and continues throughout life as people enter new social groups and institutions. Socialization ensures social continuity by transmitting culture from one generation to the next. It shapes an individual's identity, beliefs, and behavioral patterns, allowing them to integrate successfully into their community and fulfill various social roles.

113. (B) Self-efficacy
Self-efficacy is a concept developed by Albert Bandura that refers to an individual's belief in their ability to successfully perform the actions required to achieve a specific goal. It is not just about having the skills, but about the confidence that one can use those skills effectively in a given situation. High self-efficacy influences the choices people make, the effort they put forth, and their resilience in the face of obstacles. It is a critical factor in personal motivation and behavioral change.

114. (C) Statement I is false but Statement II is true.
Social competence is not a fixed or innate trait that people are born with; rather, it is a dynamic set of skills that can be learned and improved over time. It involves competencies such as empathy, effective communication, and conflict resolution. While individuals may have different natural inclinations, social competence is developed through experience, observation, and intentional practice. Recognizing that these skills are learnable is essential for educational and therapeutic efforts aimed at improving an individual's ability to navigate social relationships effectively.

115. (C) incorporates cognitive processes like attention.
Social learning theory differs from traditional behaviorism by emphasizing that internal cognitive processes are essential for learning to occur. While behaviorism focuses almost entirely on the relationship between external stimuli and responses, social learning theory highlights the roles of attention, memory, and motivation. Albert Bandura argued that individuals do not just react to their environment but also actively process information by observing others. This inclusion of cognition explains how complex behaviors can be acquired without direct reinforcement through mental representation and imitation.

116. (D) hierarchies, roles, and norms in interactions.
Understanding social relationships involves more than just recognizing the presence of other people; it requires an awareness of the complex structures that govern human interaction. This includes understanding the specific roles individuals play, the power dynamics or hierarchies within a group, and the implicit social norms that guide appropriate behavior. By deciphering these social frameworks, individuals can navigate various contexts more effectively, adjust their behavior to fit different groups, and build healthy, functional relationships with peers, family, and authority figures.

117. (A) 1, 3, 2, 4
The history of psychology is marked by the emergence of different schools of thought over time. Sigmund Freud developed psychoanalysis in the late nineteenth and early twentieth centuries. Carl Rogers followed with humanistic psychology in the mid-twentieth century, emphasizing personal growth. B.F. Skinner expanded behaviorism with operant conditioning during the same era. Finally, Albert Bandura introduced social learning theory later, bridging the gap between behaviorism and cognitive psychology. This timeline reflects the field's evolving focus from the unconscious mind to observable behavior and internal cognition.

118. (B) Learning to play a specific instrument
Primary socialization goals are focused on the fundamental skills and values that allow an individual to function as a basic member of society. These include learning impulse control, internalizing moral values, and preparing for broad social and occupational roles. While learning to play a specific musical instrument is a valuable skill, it is an elective, secondary activity rather than a universal requirement for successful social integration. Socialization goals aim to ensure that all members share a common foundation of behavioral expectations and cultural meaning.

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119. (D) social competence.
Social competence is the ability to interact effectively with others, which includes clear communication and successful group collaboration. A student who struggles in these areas is lacking the necessary interpersonal skills to navigate social environments. This is distinct from general intelligence or creativity, as it specifically concerns the practical application of social awareness and behavioral flexibility. Developing social competence is essential for academic success and personal well-being, as it allows individuals to form supportive relationships and work productively with their peers in various settings.

120. (A) P-3, Q-4, R-2, S-1
Different theories of learning are associated with key figures who shaped the field. Ivan Pavlov is known for classical conditioning, while B.F. Skinner pioneered operant conditioning focusing on reinforcement. Albert Bandura is the primary theorist for observational or social learning, emphasizing modeling. Wolfgang Köhler's research with apes led to the concept of insight learning, highlighting the role of sudden cognitive breakthroughs. Together, these theorists provide a comprehensive overview of how associations, consequences, observations, and mental reorganization all contribute to the learning process.

121. (C) personal focuses on emotional issues, social on relationships.
Personal guidance and social guidance address different but overlapping aspects of an individual's life. Personal guidance is primarily concerned with an individual's internal psychological state, helping them manage emotions, resolve personal conflicts, and build self-esteem. Social guidance, on the other hand, focuses on how the individual interacts with the outside world, specifically regarding interpersonal relationships, peer dynamics, and social norms. Both forms of guidance are essential for holistic development, as they support both internal emotional health and external social effectiveness.

122. (A) To navigate academic and vocational complexities.
The primary need for guidance services in schools arises from the increasingly complex world that students must navigate. With a vast array of academic choices and rapidly changing career landscapes, students require expert assistance to align their abilities and interests with future opportunities. Guidance services provide the necessary information and support to help students make informed decisions, reducing the risk of wasted potential or poor career fit. This developmental support ensures that students can move through their education with clarity and purpose.

123. (D) integrate methods based on client needs.
An eclectic counselor does not follow a single theoretical model but instead draws from various psychological approaches to provide the best fit for each individual client. This flexibility allows the counselor to use cognitive techniques for one problem, behavioral strategies for another, and humanistic methods to build a supportive relationship. By focusing on the unique needs and circumstances of the client rather than the demands of a specific theory, the eclectic approach aims to be more responsive and effective across diverse situations.

124. (B) genuine, authentic, and transparent.
Congruence is one of the three core conditions in Carl Rogers' person-centered counseling. It refers to the counselor's ability to be genuine and transparent in the therapeutic relationship, ensuring that their internal feelings match their external expressions. When a counselor is authentic, it builds trust and creates a safe environment where the client feels comfortable being honest about their own experiences. This genuine connection is essential for the client to feel valued and supported as they work toward personal growth and self-discovery.

125. (A) Both A and R are true and R is the correct explanation of A.
Rational Emotive Behavior Therapy (REBT) is based on the principle that people are not disturbed by external events, but by the irrational views they take of them. The goal of the therapy is to help clients identify these self-defeating beliefs and actively challenge or dispute them. By replacing irrational "musts" with more flexible, rational thoughts, clients can change their emotional reactions to difficult situations. The reason provided correctly explains the central

aim and philosophy of REBT in addressing psychological distress.

126. (D) Reality Theory
Reality theory, developed by William Glasser, is based on the idea that all human behavior is motivated by the desire to satisfy basic genetic needs, including love, power, freedom, fun, and survival. Counseling within this framework focuses on the client's current choices and behavior rather than their past. The counselor helps the client evaluate whether their actions are effectively meeting their needs in responsible ways. By encouraging personal responsibility and better decision-making, reality therapy aims to help individuals achieve more satisfying lives.

127. (A) Financial
Guidance services in educational settings are typically categorized into three main types: educational, vocational, and personal-social. Educational guidance focuses on academic success and course choices, vocational guidance assists with career planning and professional goals, and personal guidance addresses emotional and social well-being. While financial counseling is a real-world service, it is generally not considered one of the core developmental categories of guidance provided by school systems to support a student's overall growth, academic progress, and psychological health.

128. (B) The presence of irrational beliefs and "musts"
According to Rational Emotive Behavior Therapy (REBT), the primary source of psychological suffering is the individual's own irrational thinking. These beliefs often take the form of absolute demands, such as "I must be perfect" or "everyone should treat me fairly." When reality does not meet these rigid expectations, the person experiences intense negative emotions like depression or anxiety. REBT aims to help individuals recognize these irrational patterns and replace them with more realistic and flexible beliefs, leading to healthier emotional responses.

129. (B) modifying observable, measurable behaviors.
A behavioristic approach to counseling is characterized by its focus on measurable actions rather than internal mental states or past childhood experiences. The primary goal is to change specific maladaptive behaviors through the application of learning principles like reinforcement and punishment. Behaviorists believe that because behaviors are learned, they can also be unlearned or replaced with more functional alternatives. This approach is often time-limited and goal-oriented, prioritizing objective progress and the practical acquisition of new skills to improve the client's life.

130. (A) Both Statement I and Statement II are true.
Directive and non-directive guidance represent different philosophies of the counselor-client relationship. In directive guidance, the counselor takes an authoritative role, diagnosing the problem and prescribing a specific course of action, which makes it a prescriptive process. In non-directive guidance, the counselor acts as a facilitator while the client retains the primary responsibility for the direction of the session and the ultimate decision-making. Both statements accurately describe these two fundamental approaches to providing support and guidance to individuals in need.

131. (C) it is a developmental service beneficial to everyone.
The principle that "guidance is for all" means that these services should not be restricted to students with behavioral or academic problems. Instead, guidance is a proactive and developmental service designed to help every individual maximize their potential and navigate life's challenges. By providing support for academic success, career planning, and personal well-being to all students, schools can foster a more positive and productive environment. This inclusive approach recognizes that everyone can benefit from self-reflection and professional support during their development.

132. (A) 1 and 2 only
Different counseling approaches offer unique perspectives on human growth and change. Humanistic counseling, like that of Carl Rogers, focuses on personal growth and self-actualization. Cognitive-behavioral therapy (CBT) aims to change both dysfunctional thoughts and behaviors to improve psychological health. While REBT is related to CBT, it is not primarily a humanistic theory. Similarly, person-centered counseling is the opposite of a directive approach, as it emphasizes the client's own

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is viewed as a distinct cognitive domain that can be developed through both nature and nurture.

147. (B) Both Statement I and Statement II are false.
The statements provided swap the definitions of critical thinking and creativity. Critical thinking is not primarily about generating multiple solutions; that is the role of creativity and divergent thinking. Instead, critical thinking is the process of analyzing and evaluating arguments or information to form a judgment. Similarly, creativity is not focused on evaluating arguments, but on producing novel and valuable ideas. Both skills are essential for problem-solving, but they involve different cognitive processes that should be clearly distinguished for effective intellectual development.

148. (D) an innate, unlearned reflexive behavior.
Metacognition is a sophisticated cognitive process that involves the conscious awareness and regulation of one's own thinking and learning. It includes planning strategies for a task, monitoring understanding during learning, and evaluating the outcome of mental efforts. This is fundamentally different from innate, unlearned reflexive behaviors, which are automatic biological responses to stimuli that do not require conscious thought. Metacognition is a higher-order skill that is developed through experience and education, allowing individuals to become more intentional and efficient learners.

149. (C) identify children needing special assistance.
The modern assessment of intelligence began in France in the early twentieth century when Alfred Binet was commissioned to develop a tool to identify students who were struggling in the regular classroom. The goal was to ensure that these children received the appropriate special education and support they needed to succeed. This practical origin highlights that intelligence testing was initially designed for educational placement rather than for ranking the general population or proving the superiority of any particular group.

150. (A) Both A and R are true and R is the correct explanation of A.
Emotional intelligence is considered a critical asset for effective leadership because it allows individuals to navigate the complex social and emotional dynamics of a workplace. By perceiving and managing their own emotions and those of others, leaders can build trust, motivate their teams, and resolve conflicts constructively. The reason provided correctly explains the assertion by identifying the specific emotional management skills that contribute to a leader's ability to guide and influence behavior toward the achievement of group goals.

151. (D) "Compare the perspectives of opposing leaders."
Critical thinking is best encouraged by tasks that require analysis, evaluation, and the synthesis of different viewpoints rather than simple recall of facts. Asking students to compare the perspectives of opposing leaders forces them to examine biases, evaluate evidence, and understand the underlying reasons for different positions. This is much more effective than asking for a specific date or a list of causes, which often only requires rote memorization. Higher-order questioning challenges students to engage deeply with material and develop more complex understanding.

152. (A) performance components of analytical intelligence.
In Robert Sternberg's triarchic theory, the componential or analytical part of intelligence consists of three types of processes. Performance components are the actual mental operations used to execute a task, such as encoding information and making comparisons between different pieces of data. These processes work alongside meta-components, which handle planning and decision-making, and knowledge-acquisition components, which help in learning new information. Together, these components allow an individual to solve problems and perform cognitive tasks effectively in academic and professional settings.

153. (C) botanist or veterinarian.
Naturalistic intelligence, the eighth intelligence added to Howard Gardner's theory, involves the ability to identify, classify, and understand patterns in the natural environment. Individuals with high naturalistic intelligence are often highly sensitive to variations in plants, animals, and geological formations. They enjoy being outdoors and have a deep appreciation for nature.

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underlying psychic energy or life instinct that powers these structures. Correctly matching these terms is essential for understanding the dynamic conflicts Freud believed shaped human behavior and psychological health.

140. (B) is so pervasive the person is identified with it.
In Gordon Allport's trait theory, a cardinal trait is a single, dominant characteristic that so completely influences a person's behavior and life that they become synonymous with it. Examples include extreme altruism, greed, or a quest for power. Not everyone possesses a cardinal trait, as most people are characterized by a combination of multiple central traits. When a cardinal trait is present, it serves as a primary motivator for almost all of the individual's actions and defines their entire personality to the outside world.

141. (C) experience is greater than the sum of its parts.
The core idea of Gestalt psychology is that human experience is organized into meaningful patterns or "wholes" that cannot be understood by merely looking at individual components. The mind naturally seeks structure and simplicity in perception. This holistic perspective challenges theories that attempt to break down personality or behavior into isolated traits or stimulus-response connections. Gestalt psychologists argue that we must consider the total context of an individual's life and the integrated way they perceive their world to truly understand their behavior.

142. (D) Maslow's concept of self-actualization.
Carl Rogers' concept of the "fully functioning person" describes an individual who is living a rich and meaningful life by being open to experience, living in the present, and trusting their own feelings. This idea is closely related to Abraham Maslow's concept of self-actualization, which refers to the fulfillment of one's highest potential. Both theorists belong to the humanistic school of psychology and emphasize the inherent drive within every human being to grow, learn, and become the best version of themselves possible.

143. (A) Post-operational
Jean Piaget's theory of cognitive development consists of four distinct and universal stages: sensorimotor, preoperational, concrete operational, and formal operational. Each stage represents a qualitative change in how children think and understand the world. There is no stage called "post-operational" in Piaget's original framework. While some later researchers have proposed a "post-formal" stage to describe adult thinking, Piaget's model concludes with the development of abstract reasoning during the formal operational stage, which typically begins in early adolescence.

144. (B) 1, 2, and 3 only
Personality theories are divided into several major schools of thought. Sigmund Freud pioneered the psychodynamic approach, focusing on unconscious conflicts. Carl Rogers is a leader of the humanistic approach, emphasizing personal growth and subjective experience. Gordon Allport developed trait theory, which focuses on stable individual characteristics. Max Wertheimer, however, was a founder of Gestalt psychology, which focuses on perception and holistic experience rather than behaviorism. Correcting these associations is fundamental for understanding the different ways psychologists have historically approached the study of personality.

145. (B) Practical intelligence
Practical intelligence, frequently referred to as "street smarts," is the capacity to apply knowledge and skills to effectively solve problems encountered in everyday life. Unlike analytical intelligence, which focuses on academic tasks, practical intelligence is demonstrated through common sense and the ability to navigate social and professional situations. Individuals with high practical intelligence are adept at adapting to their environment, making wise decisions in real-world contexts, and achieving their personal goals through resourceful and effective action.

146. (A) Musical intelligence
Musical intelligence, as defined in Howard Gardner's theory of multiple intelligences, involves sensitivity to pitch, rhythm, melody, and tone. A musician who can easily discern these elements and use them to create or interpret music demonstrates a high degree of this specific intelligence. This capacity is not limited to performance but also includes the ability to appreciate and understand musical structures. Like all of Gardner's intelligences, musical ability

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facilitates the client's own self-exploration. Instead of giving advice, making diagnoses, or providing schedules, the counselor creates a safe space where the student can freely express their feelings and concerns. This approach is based on the belief that individuals have the inner capacity to find their own solutions when they feel heard and accepted. By allowing the student to lead the session, the counselor fosters the development of self-reliance and personal growth.

175. (A) a relationship empowering individuals to cope.
Counseling is best understood as a professional and collaborative relationship designed to help individuals manage life's challenges and improve their well-being. It is not just about giving information or enforcing rules, but about empowering the person to understand themselves better and develop more effective coping strategies. Through this relationship, individuals can work through emotional conflicts, improve their social skills, and achieve personal goals. Counseling provides a supportive environment for long-term psychological growth and self-discovery rather than offering a quick or superficial fix for problems.

176. (B) overcoming a phobia through exposure.
A primary goal of behavioristic counseling is the modification of specific, observable behaviors through the application of learning principles. Overcoming a phobia using exposure therapy is a classic example of this approach, as it involves systematically desensitizing the individual to a feared stimulus until the anxiety response is extinguished. This goal is action-oriented and measurable, focusing on behavioral change rather than deep psychological insight or self-actualization. Behavioristic techniques are highly effective for treating anxiety disorders, habits, and other conditions where specific behavioral changes are the desired outcome.

177. (B) Development is reversible.
Human development is characterized by its continuous, cumulative, and predictable nature. Once a developmental milestone is reached or a certain level of maturation is achieved, the process is generally considered irreversible. While skills can sometimes decline due to aging or injury, the fundamental sequence of development does not go backward. Development proceeds from simple to complex and from general to specific actions. Understanding these principles helps educators and psychologists predict future growth and identify whether an individual is following a healthy and typical developmental path.

178. (A) the Id and the Superego.
In Sigmund Freud's structural model of personality, the ego serves as the essential mediator between the impulsive, pleasure-seeking id and the strict, moralistic superego. The ego must find realistic ways to satisfy the id's biological drives while also adhering to the ethical standards and social norms enforced by the superego. This constant balancing act is performed using the reality principle and logical reasoning. When the ego successfully manages these conflicting demands, the individual experiences internal harmony and is able to function effectively in society.

179. (C) Ego
A person who can effectively balance their internal desires with the rules of society is demonstrating a strong and well-functioning ego. The ego is the rational component of personality that uses logical thinking to navigate reality. It prevents the individual from acting on every impulsive drive from the id while also avoiding the paralyzing guilt that can come from an overly dominant superego. A strong ego is a hallmark of psychological health, as it allows for the healthy expression of needs within the boundaries of social appropriateness.

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180. (B) 1, 3 and 4
Jean Piaget's theory of cognitive development includes four distinct stages, each with specific milestones. Hypothetical and abstract reasoning are hallmarks of the formal operational stage, while conservation is a key accomplishment of the concrete operational stage. Object permanence, however, is a milestone of the sensorimotor stage, not the preoperational stage. Correctly identifying these stages and their characteristics is essential for understanding how children's thinking becomes increasingly complex as they mature and interact with their environment throughout childhood and into early adolescence.

This intelligence is particularly relevant for professions such as botany, veterinary medicine, farming, and environmental science, where a keen observation of the natural world is essential for success.

154. (B) 2, 1, 3, 4
The development of intelligence theories has evolved significantly over the past century. Charles Spearman first proposed the 'g' factor or general intelligence in the early 1900s. Howard Gardner introduced his theory of multiple intelligences in 1983, challenging the idea of a single intelligence. Robert Sternberg's triarchic theory followed shortly after, providing a more comprehensive model. Finally, the concept of emotional intelligence was popularized by Daniel Goleman in the 1990s. This progression shows a shift toward recognizing a wider range of human cognitive and emotional abilities.

155. (D) Learning is cognitive and occurs in social contexts.
Social learning theory is characterized by the idea that human learning is not just a change in behavior, but a cognitive process that takes place in a social context. It emphasizes that people learn through observation, imitation, and modeling, even in the absence of direct reinforcement. By incorporating internal mental states and the social environment, this theory provides a more holistic explanation of how individuals acquire complex social behaviors, attitudes, and emotional reactions from watching the actions and consequences experienced by others.

156. (B) Negative Punishment
Negative punishment is an operant conditioning principle used to reduce the frequency of an unwanted behavior by taking away a pleasant or rewarding stimulus. For example, if a child loses playtime privileges because they misbehaved, the removal of the playtime serves as a punishment designed to weaken that specific behavior. This differs from negative reinforcement, which aims to increase a behavior by removing an unpleasant stimulus. Correctly identifying these terms is crucial for understanding how environmental consequences are used to shape and control behavioral responses.

157. (C) The principle of reinforcement.
Reinforcement is a fundamental principle of learning that involves providing a consequence following a behavior that makes that behavior more likely to be repeated in the future. When a teacher praises students for their effort, they are using social reinforcement to encourage persistence and hard work. This positive feedback helps students build a growth mindset and understand that their actions have valuable outcomes. Reinforcement is a powerful tool in education for shaping positive attitudes toward learning and fostering the development of productive academic habits.

158. (D) remembering behavior through symbols.
According to Albert Bandura, retention is a critical process in observational learning that involves the learner's ability to store the observed behavior in their memory. This is typically done through mental imagery or symbolic coding, where the behavior is converted into a form that can be retrieved later. Without effective retention, the learner would be unable to reproduce the behavior once the model is no longer present. Successful retention allows the individual to transform what they have seen into a lasting mental representation that guides future action.

159. (A) social schemas.
Social schemas are the mental frameworks or structures that individuals use to organize and interpret information about the social world. They help us make sense of social interactions, roles, and stereotypes by providing a basis for comparison with previous experiences. For example, we may have a schema for how a teacher should behave or what happens at a birthday party. These schemas allow for efficient social processing but can also lead to biased perceptions if they are not updated with new, contradictory information from actual social encounters.

160. (C) 1, 2, and 5
Socialization is a multifaceted and lifelong process that occurs in different stages. Primary socialization happens within the family during childhood, while secondary socialization occurs in broader contexts like schools and peer groups. Anticipatory socialization involves rehearsing for future roles, such as practicing professional behaviors before starting a new job. While socialization goals can be universal, the process

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188. (B) Sternberg's Triarchic Theory
Robert Sternberg's triarchic theory is a major modern model of intelligence that identifies three distinct components: analytical, creative, and practical abilities. This theory provides a broader perspective than traditional IQ tests by recognizing the importance of innovation and real-world problem-solving. While Freud, Rogers, and Allport are famous psychologists, their work focuses on personality, humanistic growth, and traits rather than the structure of intelligence itself. Sternberg's model remains highly influential for its attempt to explain how individuals use their cognitive strengths to succeed in diverse environments.

189. (C) classical conditioning.
B.F. Skinner and Ivan Pavlov are the two most prominent figures in behaviorism, each associated with a different type of learning. Skinner developed the theory of operant conditioning, which focuses on how voluntary behaviors are influenced by their consequences. Pavlov is famous for his discovery of classical conditioning, which explains how involuntary, reflexive responses are learned through the association of a neutral stimulus with a natural one. Together, their work provides a comprehensive foundation for understanding how environment and reinforcement shape behavior across both human and animal populations.

190. (A) P-2, Q-3, R-4, S-1
Different psychological schools of thought emphasize different mechanisms for learning and growth. Behaviorism focuses on the role of reinforcement in shaping actions. Cognitivism compares the human mind to a computer, focusing on information processing and memory. Social learning theory highlights the importance of modeling and observation in social contexts. Humanism emphasizes the individual's drive toward self-actualization and personal potential. Matching these theories with their core concepts is fundamental for understanding the diverse ways that psychologists explain the acquisition of knowledge and the development of the person.

191. (A) the mental processes involved in social reactions.
Social cognition is the branch of psychology concerned with how people process, store, and apply information about others and social situations. It focuses on the internal mental mechanisms—such as schemas, attention, and memory—that influence how we interpret social cues and make judgments about our social world. By understanding these cognitive processes, researchers can explain why people behave in certain ways in groups and how they form impressions of others. Social cognition provides the essential link between an individual's internal mental life and their external social behavior.

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192. (B) social competence.
Social competence is demonstrated by an individual's ability to engage in pro-social behaviors such as sharing, expressing gratitude, and empathizing with others. These skills allow for positive interactions and the building of healthy relationships within a community. Social competence is not just about following rules but about having the emotional intelligence and social awareness to understand the impact of one's actions on others. Developing these competencies is a vital part of childhood development that prepares individuals for successful social and professional lives as adults.

193. (B) Teaching community harmony over individual achievement.
Socialization goals are the specific values and behaviors that a society aims to instill in its members to ensure cultural continuity and social stability. Teaching a child to prioritize community harmony over individual achievement is a clear example of transmitting a cultural value. This goal helps the individual integrate into a collectivist social framework and maintain group cohesion. While practical skills like swimming or algebra are important, they are not primary socialization goals focused on the core ethical and behavioral standards that define a culture.

194. (A) Both Statement I and Statement II are true.
Albert Bandura's social learning theory emphasizes that learning and performance are two different things. While people may learn many behaviors through observation, they do not imitate everything they see. The decision to perform a behavior is heavily influenced by motivation, which is often based on the expectation of rewards or the avoidance of negative consequences. Both statements are

client's inner world. Congruence means the counselor is genuine and transparent about their own feelings. Unconditional positive regard is the total and non-judgmental acceptance of the client as a person. Rogers believed that when a counselor provides these three conditions, the client will naturally move toward greater self-awareness, personal growth, and psychological health without the need for directive advice.

168. (A) Rational Emotive Behavior Therapy (REBT)
Rational Emotive Behavior Therapy focuses on the idea that emotional distress is caused by the irrational demands people place on themselves and others. Using terms like "must" and "should" often leads to frustration and anxiety when expectations are not met. In REBT, the counselor helps the client identify these self-defeating beliefs and replace them with more rational and flexible thoughts. By changing how they interpret their social experiences, clients can achieve healthier emotional outcomes and more productive behaviors in their relationships with others.

169. (C) decide on nutrition and stress management.
Health guidance is a specialized service focused on helping individuals maintain physical and mental well-being through healthy lifestyle choices. It involves providing information and support for decisions regarding nutrition, physical activity, and stress management. While it does not replace the medical diagnosis or treatment provided by a doctor, health guidance empowers individuals to take a proactive role in their own wellness. This form of guidance is essential for preventing illness and improving the overall quality of life through informed, health-conscious decision-making.

170. (A) flexibly integrates techniques from multiple perspectives.
An eclectic counselor recognizes that no single psychological theory is sufficient to address all the complex needs of every client. Instead of strictly following one school of thought, they flexibly integrate various techniques and strategies from behavioral, cognitive, humanistic, and other models based on the specific situation. This pragmatic approach allows the counselor to tailor the therapy to the unique personality and problems of each individual. The goal is to provide the most effective and efficient support possible by remaining open to a wide range of therapeutic methods.

171. (D) Disputation
Disputation is a core technique in Rational Emotive Behavior Therapy that involves the active and logical challenging of a client's irrational beliefs. The counselor helps the client examine the evidence for their self-defeating thoughts and identify the logical flaws in their reasoning. By questioning absolute demands like "I must be liked by everyone," the client learns to replace these beliefs with more rational and functional alternatives. This cognitive restructuring is essential for reducing emotional disturbance and fostering more adaptive behaviors in response to life's challenges.

172. (A) Both A and R are true and R is the correct explanation of A.
Vocational guidance is particularly important during adolescence as individuals begin to make significant decisions about their future careers. This service provides students with information about various professions and helps them assess how their own interests, abilities, and values align with different career paths. By facilitating a better understanding of the world of work and the self, vocational guidance reduces uncertainty and helps adolescents make more informed and satisfying career choices. The reason provided correctly explains why this service is vital for healthy adolescent development.

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173. (C) satisfying five basic genetic needs.
Reality therapy is built on the fundamental principle that all human behavior is a purposeful attempt to satisfy five basic genetic needs: survival, love and belonging, power, freedom, and fun. According to this theory, when individuals fail to meet these needs in responsible and effective ways, they experience psychological distress and develop behavioral problems. The counselor's role is to help the client evaluate their current actions and develop better strategies for fulfilling these needs without infringing on the rights of others, leading to more satisfying relationships.

174. (D) Listening as a student explores career feelings.
Non-directive guidance is characterized by the counselor's role as an empathetic listener who

does not end in adolescence; instead, it continues as individuals enter new life stages, careers, and social environments throughout their entire adult lives.

161. (B) Successfully negotiating a compromise.
Social competence is the ability to navigate social interactions effectively and achieve one's goals while maintaining positive relationships with others. Successfully negotiating a compromise is a prime example of this competence, as it requires empathy, clear communication, and conflict resolution skills. This process involves understanding the needs of others and finding a solution that satisfies multiple parties. While academic or physical achievements are impressive, they do not directly demonstrate the interpersonal awareness and behavioral flexibility that define social competence in real-world social situations.

162. (B) Both Statement I and Statement II are false.
The provided statements incorrectly describe cognitive and behavioristic theories. Cognitive theories do not ignore internal mental states; in fact, they focus specifically on how people think, remember, and perceive information. Behavioristic theories, conversely, do not focus on memory and perception; instead, they concentrate almost entirely on observable behaviors and environmental reinforcements. Both statements are false because they misrepresent the core focus of each psychological school of thought. Understanding these fundamental differences is essential for accurately applying these theories to education and human development.

163. (C) Extinction
Extinction is a behavioral principle that occurs when a previously reinforced response gradually weakens and eventually disappears because the reinforcement is no longer provided. For example, if a student stops receiving attention for calling out in class, they may eventually stop the behavior. Extinction is a natural process in both classical and operant conditioning. It demonstrates that behaviors are maintained by their consequences and that removing those consequences can be an effective way to eliminate unwanted habits without the use of punishment.

164. (D) Observer DNA sequences.
While genetics can influence general cognitive potential, social learning is primarily driven by environmental and psychological factors. Albert Bandura identified several key influences, including the characteristics of the model (such as status or competence), the learner's own processes (like attention and memory), and the perceived consequences of the behavior. These factors determine whether an individual will observe, retain, and eventually imitate a behavior. Specific DNA sequences are not considered a direct or primary factor in the immediate process of learning through observation and modeling.

165. (C) the degree of responsibility assumed by counselor.
The fundamental difference between directive and non-directive guidance lies in who takes the primary responsibility for the process. In directive guidance, the counselor acts as an expert who diagnoses the problem and assumes responsibility for finding a solution. In non-directive guidance, also known as client-centered therapy, the responsibility is shifted to the client. The counselor provides a supportive environment that allows the client to explore their own feelings and reach their own conclusions. This distinction represents two very different philosophies regarding human autonomy and growth.

166. (A) P-4, Q-3, R-2, S-1
Counseling approaches are associated with prominent figures who developed their core principles. Carl Rogers pioneered person-centered therapy, emphasizing empathy and growth. Albert Ellis developed Rational Emotive Behavior Therapy (REBT) to challenge irrational beliefs. B.F. Skinner's work on operant conditioning is the basis for many behavioristic counseling techniques focusing on reinforcement. William Glasser created reality therapy, which focuses on personal responsibility and meeting basic needs. Correctly matching these therapists with their respective models is essential for understanding the diverse strategies used in modern psychological support.

167. (D) Empathy, Congruence, Unconditional Regard
Carl Rogers identified three essential core conditions that must be present in a therapeutic relationship to facilitate positive change. Empathy involves the counselor truly understanding the

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181. (C) empathy.
Carl Rogers identified three essential conditions that must be present in any relationship to facilitate personal growth: genuineness, unconditional positive regard, and empathy. Empathy is the ability to deeply understand and share the feelings of another person from their own perspective. By providing an empathetic environment, a counselor or supportive individual allows a person to feel truly heard and accepted. This connection is fundamental for the development of self-awareness and the courage to pursue self-actualization, which are the core goals of the humanistic school of psychology.

182. (B) the total, integrated experience.
The Gestalt approach to personality emphasizes that an individual must be understood as a complete and integrated system rather than as a collection of isolated parts or childhood experiences. Gestalt psychologists focus on the "here and now" and how the person perceives and interacts with their total environment in the present moment. By looking at the whole person and their integrated experience, this perspective encourages self-awareness and personal responsibility, helping individuals to see the patterns in their lives and achieve a more unified sense of self.

183. (D) Componential
Howard Gardner's theory of multiple intelligences focuses on distinct domains of ability, such as musical, kinesthetic, and interpersonal skills. "Componential" intelligence, however, is not a category in Gardner's model; instead, it is a key part of Robert Sternberg's triarchic theory of intelligence, where it refers to analytical thinking skills. Gardner's eight intelligences are meant to capture a wide range of human talents that are often ignored by traditional IQ tests. Distinguishing between these two theories is important for accurately understanding the different modern models of human cognitive ability.

184. (A) Linguistic Intelligence
Linguistic intelligence is the ability to use language effectively to express ideas, understand others, and perform tasks related to verbal communication. It involves sensitivity to the meaning of words, their sounds, rhythms, and the different functions of language. Individuals with high linguistic intelligence often excel in reading, writing, and storytelling. This capacity is central to success in many professions, such as writing, law, teaching, and journalism, and is one of the primary types of intelligence traditionally measured by academic testing and standard IQ examinations.

185. (C) Metacognition
When a student uses a concept map to organize information, they are demonstrating metacognitive behavior by actively managing their own learning process. This activity requires the student to reflect on the relationships between different concepts and determine the best way to structure them for better understanding and memory. By intentionally using this strategy, the student is taking control of their cognitive efforts and monitoring their own comprehension. Metacognitive skills like this are vital for becoming an independent and effective learner in any academic or professional field.

186. (A) Listing possible uses for a brick.
Divergent thinking is a creative process that involves generating many different ideas or solutions from a single starting point. Asking someone to list all the possible uses for a brick is a classic example of this, as it encourages them to think beyond the obvious and explore unconventional possibilities. This differs from convergent thinking, which involves finding the single correct answer to a problem. Developing divergent thinking skills is essential for innovation and problem-solving, as it allows individuals to break free from traditional patterns of thought.

187. (A) 3, 1, 4, 2
The creative process is generally described as following four distinct stages. It begins with preparation, where the individual gathers information and defines the problem. This is followed by incubation, a period where the problem is set aside and the unconscious mind works on it. Next comes illumination, the sudden "aha" moment when a solution appears. Finally, verification involves evaluating and refining the idea to ensure its value. Following this sequence allows for the emergence of original and practical solutions to complex and creative challenges.

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leadership in the therapeutic process rather than the counselor's authority.

133. (C) Albert Ellis, Carl Rogers
Albert Ellis and Carl Rogers represent two distinct and influential schools of thought in counseling. Albert Ellis developed Rational Emotive Behavior Therapy (REBT), which is a pioneering form of cognitive-behavioral therapy focusing on challenging irrational thoughts. Carl Rogers, on the other hand, founded person-centered therapy, which is the cornerstone of humanistic psychology and emphasizes empathy, authenticity, and unconditional positive regard. This pair correctly illustrates the contrast between a structured, cognitive-behavioral approach and a more relational, growth-oriented humanistic model of psychological support.

134. (B) Growth and development are independent processes.
Growth and development are not independent processes; rather, they are deeply interconnected and influence each other throughout an individual's life. Growth refers specifically to quantitative physical changes like height and weight, while development is a broader term encompassing qualitative changes in functioning, behavior, and complexity. Growth is a component of development, and physical changes often provide the necessary biological framework for new developmental milestones to occur. Therefore, while the two terms have distinct definitions, they are part of a single, unified developmental process.

135. (D) Sigmund Freud
The "Oedipus Complex" is a foundational concept in Sigmund Freud's psychoanalytic theory, particularly within his description of the phallic stage of psychosexual development. It refers to a child's unconscious sexual desire for the parent of the opposite sex and feelings of rivalry with the parent of the same sex. Freud argued that successfully resolving this conflict is essential for healthy personality development and the internalization of moral standards. This concept remains one of the most famous and debated aspects of his psychological work.

136. (A) Promotion of mental health and prevention.
Mental hygiene is a field of study and practice primarily focused on the preservation of mental health and the prevention of psychological disorders. Its goal is to create social and environmental conditions that support emotional well-being and to educate individuals on healthy coping strategies. Unlike clinical psychiatry, which often focuses on treating established illnesses, mental hygiene takes a proactive, public health approach to mental health. By fostering resilience and early intervention, mental hygiene seeks to improve the overall psychological quality of life.

137. (C) Principle of integration
The principle of integration states that during development, various separate skills and functions combine to form more complex and coordinated behaviors. For example, a child first learns to control individual muscles in their fingers and arms before they can integrate these movements to perform complex tasks like writing or playing a musical instrument. This principle highlights that human development is not just the accumulation of isolated abilities but a process of building increasingly sophisticated systems where different parts work together toward a unified goal.

138. (A) Preoperational
Animism is a characteristic of cognitive development in the preoperational stage where children believe that inanimate objects, such as toys or natural phenomena, possess human feelings, intentions, and life-like qualities. For example, a child might think the sun is following them or that a doll is hungry. This is a result of the child's egocentrism and limited understanding of the physical world. As they progress into the concrete operational stage, they develop more logical reasoning and begin to distinguish between living and non-living things.

139. (B) P-3, Q-1, R-4, S-2
Freud's theory of personality involves three components and the energy that drives them. The id operates on the pleasure principle, seeking immediate gratification. The ego follows the reality principle, mediating between internal desires and the external world. The superego represents the morality principle, enforcing societal standards and ideals. Libido is the

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accurate because they correctly highlight the selective nature of imitation and the critical role that cognitive evaluation and motivation play in the actual demonstration of learned social behaviors.

195. (C) Educational guidance
Educational guidance is the specific service designed to help students make informed choices about their academic paths, including selecting the right subjects and courses to meet their future goals. For a student aiming for a medical career, educational guidance provides the necessary information about prerequisite sciences and mathematics required for entry into medical school. This support ensures that students align their current academic efforts with their long-term professional aspirations, maximizing their chances of success and providing a clear road map for their educational journey throughout high school and beyond.

196. (A) 1, 3, and 5
Counseling theories offer diverse perspectives on human problems and their solutions. Humanistic theories are based on the belief in inherent human goodness and the potential for growth. Cognitive-behavioral therapy (CBT) focus on the interplay between thoughts and actions to promote health. Rational Emotive Behavior Therapy (REBT) uses the ABC model to identify and challenge the irrational beliefs that cause distress. However, Carl Rogers is associated with person-centered therapy, not REBT, and his approach is fundamentally non-directive rather than directive, emphasizing the client's own capacity for self-healing.

197. (D) combines elements from different approaches.
An eclectic counselor is one who does not strictly follow a single therapeutic model but instead chooses from a variety of techniques based on what is most effective for the individual client. By combining elements from cognitive, behavioral, humanistic, and other perspectives, the counselor can create a customized treatment plan that addresses the client's unique needs and circumstances. This approach is practical and flexible, recognizing that different problems and personalities may require different therapeutic strategies to achieve the best results in personal growth and psychological healing.

198. (B) congruence between real and ideal self.
A primary objective of person-centered counseling is to help the client achieve a higher level of congruence, which is the alignment between how they actually see themselves and who they want to be. Carl Rogers believed that when people feel accepted and understood, they can drop their defenses and become more honest about their feelings. This reduction in incongruence leads to decreased anxiety and improved psychological well-being. By fostering a state where the real self and ideal self are more similar, the person can move toward becoming fully functioning.

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199. (A) Both A and R are true and R is the correct explanation of A.
In non-directive counseling, the counselor purposely avoids giving advice or making decisions for the client. The underlying philosophy, developed by Carl Rogers, is that every individual has the inherent wisdom and strength to resolve their own problems if they are provided with a safe and empathetic environment. By offering unconditional positive regard and active listening, the counselor helps the client explore their own feelings and find their own solutions. The reason provided accurately explains the core belief that justifies the counselor's non-directive stance in therapy.

200. (A) Reality Theory
Reality theory, pioneered by William Glasser, emphasizes personal responsibility and the making of effective choices to satisfy basic human needs. The focus is on what the client can do right now to improve their life and get closer to their goals. Instead of dwelling on the past or unconscious conflicts, the counselor encourages the client to evaluate their current behavior and decide if it is helping or hurting them. This practical and present-focused approach empowers individuals to take control of their lives and build more satisfying and responsible relationships.

201. (C) Growth is a part of development.
While growth and development are related terms used to describe change over time, they have distinct meanings in psychology. Growth refers specifically to measurable, quantitative physical changes such as increases in height

and weight. Development is a broader and more comprehensive term that includes these physical changes as well as qualitative improvements in cognitive, social, and emotional functioning. Therefore, growth is correctly viewed as a specific biological component of the overall, lifelong process of human development that encompasses all aspects of an individual's maturation and change.

202. (A) Formal Operational
Reasoning abstractly and thinking about hypothetical "what if" situations are the core characteristics of the formal operational stage, the final stage in Piaget's theory of cognitive development. This level of thinking typically emerges in early adolescence and allows individuals to use systematic logic and scientific reasoning. Unlike children in earlier stages who are limited to concrete, physical reality, those in the formal operational stage can consider complex philosophical issues, plan for the future, and understand higher-level mathematical concepts by manipulating symbols and ideas in their minds.

203. (D) Carl Rogers
Carl Rogers, a leading humanistic psychologist, emphasized the importance of the self-concept in psychological health. He proposed that individuals have a "real self"—their actual perception of their characteristics and abilities—and an "ideal self"—the person they would like to be. A significant discrepancy between these two leads to incongruence and psychological distress. Rogers believed that growth occurs when an individual receives unconditional positive regard, allowing them to bridge this gap and achieve a state of congruence, which is essential for becoming a fully functioning and well-adjusted person.

204. (B) major characteristics mentioned in recommendations.
In Gordon Allport's trait theory, central traits are the core characteristics that form the foundation of an individual's personality. They are the general qualities that you would typically use to describe someone, such as "honest," "shy," or "hard-working." While not as dominant as rare cardinal traits, central traits are consistent across different situations and are the primary building blocks that define a person's character to others. Most people possess between five and ten central traits that together provide a recognizable and stable profile of their unique personality.

205. (C) preventive.
The primary focus of mental hygiene is the prevention of psychological problems and the promotion of mental health. Rather than just treating existing mental illness, mental hygiene aims to create environments and provide education that foster emotional well-being and resilience. This proactive approach includes teaching healthy coping skills, improving social conditions, and encouraging early intervention for stress and emotional difficulties. By focusing on prevention, mental hygiene seeks to reduce the overall burden of mental disorders and improve the psychological quality of life for the entire community.

206. (D) Analytical, Creative, Practical
Robert Sternberg's triarchic theory of intelligence proposes that human cognitive ability is composed of three distinct parts. Analytical intelligence involves problem-solving and academic skills. Creative intelligence is the ability to deal with new situations and generate original ideas. Practical intelligence, or "street smarts," involves adapting to and navigating the demands of everyday life. This model provides a more comprehensive view of intelligence than traditional testing by recognizing that success in life requires more than just the logical and verbal abilities measured by a standard IQ score.

207. (A) Creative intelligence
A scientist who designs innovative experiments is demonstrating a high degree of creative intelligence, which is the ability to generate new ideas and find unique solutions to novel problems. According to Sternberg's triarchic theory, this component of intelligence is essential for innovation and the advancement of knowledge. While analytical intelligence is used to evaluate those experiments and practical intelligence is used to manage the lab, it is creative intelligence that allows the individual to think beyond existing theories and discover something truly original and valuable for society.

208. (B) Analytical intelligence

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Traditional standardized intelligence tests primarily measure analytical intelligence, which includes logical reasoning, verbal ability, and the capacity to solve structured problems with clear-cut answers. This type of intelligence is highly relevant to success in formal academic settings and is what most people traditionally think of as "IQ." While these tests are useful for predicting school performance, they often fail to capture an individual's creative potential or their ability to solve the complex, ill-defined problems that are common in daily life and professional careers outside of the classroom.

209. (B) Metacognition
Monitoring one's own comprehension while reading is a classic example of metacognition, which is "thinking about one's own thinking." This higher-order cognitive skill involves the self-awareness to realize when a text is not being understood and the self-regulation to apply strategies, such as re-reading or looking up a word, to fix the problem. Metacognition allows learners to take an active role in their own education, making them more efficient and effective at acquiring new knowledge by constantly evaluating and adjusting their cognitive efforts.

210. (A) It posits a single, general intelligence factor ('g').
Howard Gardner's theory of multiple intelligences was developed specifically to challenge the idea of a single, general intelligence factor, often called 'g'. Gardner argued that human potential is much broader and should be categorized into several distinct and independent types of intelligence, such as musical, kinesthetic, and interpersonal. By rejecting the unitary view of intelligence, Gardner's theory emphasizes that an individual can be highly talented in one area while having average abilities in others. This perspective has significantly influenced education by promoting more diverse teaching and assessment methods.

211. (C) Behaviourism
Behaviourism is the school of thought that is least concerned with internal mental states, as it focuses exclusively on observable and measurable behaviors. Behaviorists argue that psychology should be an objective science and that the "mind" is a black box that cannot be studied scientifically. Instead, they examine how environmental stimuli and reinforcements shape an individual's actions. While cognitivism, social learning theory, and humanism all emphasize internal processes like thinking, memory, or self-actualization, behaviorism remains strictly focused on the relationship between external events and behavioral responses.

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212. (D) Classical Conditioning
A dog drooling at the sound of a bell is a classic example of classical conditioning, a learning process discovered by Ivan Pavlov. In this scenario, the dog has learned to associate a neutral stimulus (the bell) with a meaningful stimulus (food) that naturally causes salivation. After several pairings, the bell alone becomes a conditioned stimulus that triggers the conditioned response of drooling. This form of learning explains how involuntary reflexes and emotional responses can be acquired through environmental associations, playing a major role in human and animal behavior.

213. (C) cognitive
Albert Bandura's social learning theory significantly expanded the traditional behaviorist view by adding a critical cognitive component. While behaviorists focused on direct reinforcement, Bandura argued that people also learn by observing others and processing that information mentally. This includes internal factors such as attention, memory, and the expectation of future rewards. By recognizing that individuals think about the relationship between behavior and its consequences, Bandura provided a more complex and accurate model of how social behaviors are acquired and performed in the real world.

214. (B) Intuition
According to Albert Bandura's social learning theory, there are four specific cognitive processes that determine whether an individual will learn from a model: attention, retention, reproduction, and motivation. "Intuition" is not one of these specific factors in Bandura's original framework. For observational learning to be successful, the person must first pay attention to the model, then remember what they saw, have the ability to perform the action, and finally have a reason or incentive to do so. These structured steps

emphasize the conscious cognitive work involved in learning.

215. (D) social cognition and competence.
Correctly reading a social situation involves both social cognition—the mental process of interpreting social cues and the intentions of others—and social competence—the ability to use that information to act appropriately and effectively. These skills allow an individual to navigate complex social hierarchies, understand unwritten rules, and build positive relationships. Developing these capacities is essential for successful interaction in all areas of life, from school and work to personal friendships. It requires a combination of emotional intelligence, self-regulation, and a deep understanding of human social dynamics and behavioral norms.

216. (A) help the individual become self-directed.
The fundamental goal of guidance is to empower the individual to understand themselves and their opportunities so they can eventually make their own informed decisions. It is not about a counselor solving problems for a client or enforcing rules, but about fostering the individual's capacity for self-direction and personal responsibility. Effective guidance provides the support and information needed for someone to achieve their goals independently. This developmental approach helps people build the confidence and skills necessary to navigate future challenges successfully without becoming permanently dependent on professional assistance.

217. (A) P-3, Q-4, R-2, S-1
Different areas of guidance address specific life challenges that individuals face. Educational guidance helps with academic planning, such as choosing the right subjects for college. Vocational guidance focuses on career exploration and professional development. Personal guidance deals with internal emotional issues like exam anxiety or self-esteem. Social guidance assists in navigating interpersonal relationships, such as making friends or handling peer pressure. By categorizing these services, schools and organizations can provide comprehensive support that addresses every aspect of an individual's overall growth and well-being.

218. (A) Carl Rogers
The humanistic, person-centered approach is most closely associated with Carl Rogers, who believed that every individual has an inherent capacity for self-healing and personal growth. This approach shifts the focus away from the counselor's authority and emphasizes the importance of an empathetic, genuine, and non-judgmental therapeutic relationship. By providing unconditional positive regard, the counselor creates a safe environment where the client can explore their true feelings and achieve self-actualization. This school of thought revolutionized psychology by prioritizing the individual's subjective experience and their potential for self-direction.

219. (D) Cognitive-Behavioural
A counselor who believes that psychological problems stem from irrational beliefs and self-defeating thoughts is practicing a cognitive-behavioral approach, such as Rational Emotive Behavior Therapy (REBT). This perspective focuses on how the mind interprets external events and how those interpretations lead to emotional and behavioral consequences. By identifying and challenging irrational "musts" and "shoulds," the counselor helps the client develop more rational thinking patterns and healthier behaviors. This action-oriented and structured approach is highly effective for treating a wide range of emotional disturbances and improving overall mental health.

220. (B) offering warmth and acceptance without conditions.
Unconditional positive regard is a core concept in humanistic counseling that involves the counselor showing total acceptance and support for the client, regardless of their actions or feelings. It does not mean the counselor has to agree with everything the client says, but they must value the client's fundamental personhood without judgment. This creating of a safe and non-threatening environment allows the client to be honest and explore their true self without fear of rejection. This acceptance is considered essential for building trust and facilitating the client's personal growth and self-discovery.

221. (A) 1, 2, and 3
Guidance and counseling are related but have distinct differences in depth and scope. Guidance

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is a broader, preventive service often focused on providing information and support for healthy decision-making to everyone. Counseling is generally a more intensive, remedial process that addresses specific emotional or psychological issues through a deep therapeutic relationship. Both are proactive services meant to help individuals navigate life successfully. While specialists are needed for clinical counseling, various professionals, including teachers and parents, can provide different forms of helpful developmental guidance to students and children.

222. (D) present behavior and choices.
Reality therapy, developed by William Glasser, focuses primarily on the client's present behavior and their ability to make better choices to satisfy their needs. Instead of dwelling on past trauma or unconscious drives, the counselor helps the client evaluate their current actions and determine if they are helping or hurting their life. The goal is to encourage personal responsibility and practical problem-solving. By focusing on the "here and now" and actionable behavior, reality therapy empowers individuals to take control of their lives and build more satisfying relationships with others.

223. (A) Activating Event, Belief, Consequence
The ABC model is a foundational tool in Albert Ellis's Rational Emotive Behavior Therapy (REBT) used to analyze the source of emotional distress. In this model, 'A' stands for the activating event, 'B' refers to the individual's beliefs about that event, and 'C' represents the emotional and behavioral consequences. REBT emphasizes that it is not the event itself (A) that causes the distress (C), but rather the irrational or self-defeating beliefs (B) that the person holds. By changing their belief system, individuals can achieve much healthier and more adaptive emotional outcomes.

224. (B) Ellis - Rational Emotive Behavior Therapy
Albert Ellis is the psychologist who developed Rational Emotive Behavior Therapy (REBT), a major form of cognitive-behavioral counseling. This approach focuses on helping clients identify and dispute the irrational beliefs that cause emotional suffering. Carl Rogers is the founder of person-centered therapy, which is humanistic and non-directive. William Glasser is associated with reality therapy. Correctly pairing these theorists with their respective models is essential for understanding the different philosophies and techniques used in modern psychology to support individual growth and resolve psychological and behavioral problems.

225. (B) diagnose and suggest solutions.
In a directive approach to counseling, the counselor takes an active and authoritative role in the process. They are responsible for collecting information, identifying the client's problem, and prescribing specific solutions or actions to resolve the issue. This method is often efficient for addressing immediate crises or when a client needs specific expertise to move forward. It contrasts with the non-directive approach, where the counselor focuses on facilitation and listening, leaving the primary responsibility for the direction of the therapy and the final decision-making to the client.

226. (D) Principle of Integration
The principle of integration describes how human development involves the combination of various separate skills into more complex and coordinated behaviors. As children mature, they learn to synchronize different physical and cognitive functions to perform sophisticated tasks. For example, the individual movements required for balance, vision, and muscle control are integrated when a child learns to ride a bicycle. This principle highlights that development is not just the growth of individual parts but the creation of a unified and complex system where various abilities work together toward higher-level goals.

227. (C) identification and internalization.
In Sigmund Freud's psychoanalytic theory, the superego is developed through the process of identification, where a child internalizes the moral values, standards, and ideals of their parents and society. This typically occurs during the resolution of the Oedipus or Electra complex. By incorporating these external rules into their own personality, the child develops a conscience and an ego-ideal. The superego then acts as an internal moral authority, striving for perfection and rewarding or punishing the individual through feelings of pride or guilt based on their behavior.

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pairings provided are incorrect because Freud is associated with psychoanalysis, Gordon Allport is a central figure in trait theory, and Kurt Koffka was a founder of Gestalt psychology rather than behaviorism. Correctly identifying these theorists and their respective schools of thought is fundamental for understanding the historical development and diverse perspectives within modern psychology.

242. (A) Metacognition
Metacognition is frequently defined as "thinking about thinking," which involves the active awareness and regulation of one's own cognitive processes. It is a higher-order mental skill that allows individuals to monitor their understanding, plan strategies for learning, and evaluate their own performance. For example, a student who realizes they are confused by a concept and decides to look for a different explanation is using metacognition. This ability is essential for effective problem-solving and lifelong learning, as it enables people to become more intentional and efficient in how they acquire and apply knowledge.

243. (C) Socialization
Socialization is the comprehensive and lifelong process through which a society or group transmits its values, beliefs, and behavioral norms to its members. This process begins in early childhood through interactions with family and continues as individuals engage with schools, peers, and social institutions. Socialization is essential for social continuity and ensures that individuals learn the necessary skills and expectations to function effectively within their culture. It shapes an individual's identity and helps them navigate the various roles and responsibilities they will assume throughout their lives as social beings.

244. (D) Empathic reflection
Empathic reflection is a core technique in person-centered counseling where the counselor restates or mirrors the client's feelings to show understanding and validation. When a counselor says, "It sounds like you're feeling hurt," they are using this technique to help the client explore their emotions more deeply. This process is not about giving advice or making judgments but about providing an empathetic environment that builds trust. Empathic reflection allows the client to feel truly heard, which is essential for developing the self-awareness needed for personal growth and psychological health.

245. (C) Personal guidance is for self-understanding.
Personal guidance is a specialized service focused on helping individuals achieve a deeper understanding of themselves, including their emotions, values, and personal conflicts. Its goal is to improve the person's self-esteem and overall well-being by helping them navigate psychological and social challenges. While other forms of guidance like vocational and educational address careers and school, personal guidance focuses on the internal world of the individual. This form of support is essential for holistic development, as it helps people build the resilience and self-awareness needed to lead more fulfilling lives.

246. (C) 1, 2, 3, and 4
Modern counseling is built on the foundations laid by various prominent psychological theorists. Albert Ellis developed Rational Emotive Behavior Therapy (REBT), and Carl Rogers pioneered person-centered counseling. Sigmund Freud's psychoanalytic theory introduced the importance of the unconscious mind and early childhood experiences in therapy. B.F. Skinner's principles of operant conditioning are used in behavior modification and behavioristic counseling. Together, these figures represent the diverse major schools of thought—cognitive, humanistic, psychodynamic, and behavioristic—that continue to influence the techniques and philosophies used by counselors to support individuals in diverse therapeutic settings.

247. (D) viewing it as several distinct abilities.
Shifting to a multifaceted or "multiple" concept of intelligence means moving away from the idea that intelligence is a single, general ability that can be measured by one score. Instead, modern theories, such as Howard Gardner's, view intelligence as being composed of several distinct and independent capacities, such as musical, kinesthetic, and interpersonal skills. This perspective recognizes that people have different cognitive strengths and that being "smart" can manifest in many different ways. This broader view of human potential has significantly

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demonstrates the power of the mind to process and store information for future use.

235. (D) How do people process social information?
Social cognition is the branch of psychology specifically focused on how people process, store, and apply information about other people and social situations. It examines the internal mental mechanisms, such as schemas and memory, that allow individuals to make sense of their social world. By understanding these processes, we can better explain how people form impressions, interpret social cues, and make decisions about their interactions with others. Social cognition answers questions about the "how" of social life, revealing the cognitive foundations that underpin all human social behavior.

236. (B) Guidance is a one-time event.
A core principle of guidance is that it is a continuous and developmental process that should take place throughout an individual's entire life rather than being a single, isolated event. Guidance services are designed to support a person's growth and decision-making across various life stages, from childhood through adulthood. Other key principles include respect for individual differences and the idea that guidance is for all people, not just those with problems. By remaining a consistent presence, guidance helps individuals build the skills needed for long-term self-direction and well-being.

237. (C) provide a flexible, integrative framework.
The eclectic approach in guidance and counseling was developed to provide a more flexible and integrative framework that can be tailored to the unique needs of each client. Instead of being limited by the constraints of a single theory, eclectic counselors can draw on the most effective techniques from various schools of thought, such as behavioral, cognitive, or humanistic approaches. This pragmatic strategy recognizes the complexity of human problems and aims to provide the most responsive and effective support possible by adapting the therapeutic method to the specific individual and situation.

238. (A) Both Statement I and Statement II are true.
Person-centered counseling, founded by Carl Rogers, is a cornerstone of the humanistic school of psychology, emphasizing personal growth, empathy, and the client's inherent potential. Rational Emotive Behavior Therapy (REBT), developed by Albert Ellis, is a pioneering form of cognitive-behavioral therapy that focuses on changing irrational thoughts to improve emotional health. Both statements are accurate because they correctly identify the theoretical foundations of these two influential approaches to counseling. Understanding these labels is essential for students to navigate the diverse landscape of modern therapeutic strategies and psychological interventions.

239. (A) reduce fear response via systematic desensitization.
A behavioristic approach to treating a fear, such as public speaking, would focus on measurable behavioral change using learning principles. Systematic desensitization is a classic technique where the individual is gradually exposed to the feared situation while practicing relaxation exercises. This process aims to unlearn the fear response and replace it with a calm state. This goal is action-oriented and objective, focusing on the reduction of the observable fear response rather than exploring unconscious conflicts or childhood experiences, which are the focus of other therapeutic schools of thought.

240. (B) Non-directive
The non-directive approach to counseling, also known as person-centered therapy, is based on the fundamental belief in the client's inherent capacity for self-direction and growth. In this model, the counselor acts as a facilitator rather than an authority figure, providing an environment of empathy and unconditional acceptance. By allowing the client to lead the session and explore their own feelings, the counselor helps them tap into their own inner resources to find solutions to their problems. This approach fosters personal responsibility, self-awareness, and long-term psychological independence and well-being.

241. (B) Rogers - Humanistic Theory
Carl Rogers is a primary figure in humanistic psychology, which focuses on the individual's capacity for personal growth and self-actualization. This school of thought emphasizes the importance of the subjective experience and the inherent goodness of people. Other

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but continues as an ongoing and seamless process of evolution and adaptation.

255. (C) The principle of individual differences
Every learner possesses a unique developmental timeline and trajectory, even when compared to peers of the same chronological age. Variations in cognitive abilities, emotional maturity, and social skills reflect that children progress through stages at different rates. Recognizing these distinct paths is essential for understanding why students exhibit diverse levels of competence and readiness within the same classroom environment.

256. (B) As a qualitative shift in the structure and manner of thinking.
Cognitive development involves more than just accumulating facts or increasing the volume of stored information. It represents a qualitative transformation in how an individual processes experiences and understands their environment. As mental structures evolve, the basic nature of thought shifts, allowing for more complex reasoning. This progression leads to a fundamentally deeper and more sophisticated understanding of reality and self.

257. (D) Abstract and hypothetical reasoning.
Cognitive growth occurs through sequential stages where early logical thinking is often tied to tangible reality. Before attaining the ability to process abstract concepts or hypothetical scenarios, learners typically rely on concrete objects and direct observations to solve problems. This developmental milestone marks the transition from literal understanding to the high-level deductive reasoning characteristic of the final cognitive stage.

258. (A) The capacity for deductive reasoning and thinking about abstract concepts.
The culmination of cognitive development is marked by the ability to move beyond physical reality into the realm of abstract thought. At this stage, individuals can engage in systematic problem-solving by considering multiple variables and hypothetical outcomes. They also gain the capacity for metacognition, which involves thinking about their own mental processes to refine their logical reasoning skills.

259. (C) Orderly, with each stage serving as a foundation for the next.
The progression of cognitive abilities follows a highly structured and predictable order throughout an individual's life. Each developmental phase acts as a necessary building block for subsequent, more complex ways of thinking. This hierarchical structure ensures that mental processes become increasingly sophisticated as the learner integrates new information with existing schemas, leading to a more refined understanding of reality.

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260. (A) Thinking constrained by concrete reality.
When learners require physical manipulatives to solve problems, it indicates that their logical thinking is primarily focused on tangible, observable objects. This stage of development limits the ability to perform complex mental operations without external aids. It represents a transition where symbolic thought is emerging but remains tethered to the concrete environment before reaching the level of abstract reasoning.

261. (D) Carl Rogers
Within the humanistic perspective of psychology, the creation of a supportive environment is considered vital for healthy personality development. This theorist argued that individuals require acceptance and warmth from others to reach their full potential. By receiving this consistent support without strings attached, a person can achieve harmony between their real self and their aspirations, fostering long-term psychological well-being.

262. (B) Freud emphasized early childhood experiences, while Allport focused on describing stable adult dispositions.
Psychoanalytic theory suggests that personality is primarily forged by unconscious conflicts and events occurring during the first years of life. In contrast, trait theories prioritize the identification and measurement of enduring characteristics present in adulthood. While one approach looks backward to determine the roots of behavior, the other focuses on describing the stable, observable qualities that define an individual currently.

263. (C) Cardinal trait
Certain personality characteristics are so powerful and pervasive that they define almost every

influenced education, promoting more inclusive teaching and assessment methods.

248. (A) increases; decreases
In operant conditioning, reinforcement and punishment are defined by their effect on the frequency of a behavior. Reinforcement, whether positive or negative, always serves to increase the likelihood that a response will occur again in the future by providing a desirable consequence or removing an unpleasant one. Punishment, conversely, always serves to decrease the likelihood of a behavior by following it with an unpleasant consequence or removing a pleasant one. Correctly identifying these fundamental principles is essential for understanding how environment and consequences are used to shape and control human and animal behavior.

249. (C) help students cope with academic pressure.
A primary need for guidance services in educational institutions is to provide students with the support they need to manage the significant academic and social pressures they face. Modern education can be highly competitive and demanding, leading to stress, anxiety, and a feeling of being overwhelmed. Guidance counselors help students develop effective study habits, time management skills, and healthy coping strategies to maintain their well-being. By addressing these psychological and practical needs, guidance services ensure that students can navigate their academic journey successfully and reach their full potential without compromising their mental health.

250. (B) Congruence, Empathy, Unconditional Positive Regard
The terms congruence, empathy, and unconditional positive regard are the three core conditions for therapeutic change identified by Carl Rogers in his person-centered approach. Together, they form a unified set of principles within the humanistic school of psychology. These conditions describe the specific quality of the relationship between the counselor and the client that is necessary for the client to feel safe, accepted, and empowered to pursue personal growth and self-actualization. Matching these concepts with their theoretical approach is fundamental for understanding how different philosophies guide the practice of modern psychological support.

251. (B) Growth refers to quantitative physical changes, while development encompasses qualitative, progressive changes across multiple domains.
Growth is primarily concerned with measurable, quantitative changes like height and weight increases that occur as an individual matures physically. In contrast, development is a comprehensive process involving qualitative improvements in functioning across cognitive, emotional, and social domains. It represents an orderly series of changes aimed at reaching maturity rather than just physical size.

252. (A) The proximodistal principle
Physical maturation follows specific predictable patterns as children grow and develop. One such pattern describes how motor skills progress from the center of the body outward toward the extremities. This means infants generally gain control over their trunk before mastering fine motor movements in their fingers. It reflects the directional nature of physiological growth and development in early childhood.

253. (C) Development results from the complex and inseparable interaction of both heredity and environment.
Human development is not determined by a single factor but stems from the constant interplay between nature and nurture. Heredity provides the genetic blueprint and potential, while the environment offers the experiences necessary for that potential to manifest. These two forces are inextricably linked, collectively shaping an individual's unique growth path and developmental outcomes throughout their entire lifespan.

254. (D) Development is a gradual and cumulative process that extends throughout life.
The concept of continuity emphasizes that human development is a persistent, lifelong journey rather than a collection of disconnected stages. Changes occur gradually and cumulatively, meaning each new skill or capacity builds upon previously established foundations. It suggests that development does not stop at a specific age

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228. (A) Both A and R are true and R is the correct explanation of A.
Centration is a significant cognitive limitation observed in children during the preoperational stage of development. It refers to the tendency to focus on only one salient aspect of a situation or object while completely ignoring other relevant features. This often leads to errors in judgment, such as thinking a taller glass has more liquid even if the amount is the same as in a wider glass. The reason correctly explains the assertion by defining centration and identifying how it limits the child's ability to think logically about multiple dimensions simultaneously.

229. (C) self-actualization.
A central tenet of humanistic theory, proposed by thinkers like Abraham Maslow and Carl Rogers, is that every human being possesses an innate drive toward self-actualization. This is the desire to fulfill one's highest potential and become everything that one is capable of becoming. Unlike theories that focus on unconscious conflicts or external reinforcements, the humanistic approach emphasizes personal growth, creativity, and the search for meaning. When provided with an environment of empathy and acceptance, individuals are motivated to overcome obstacles and achieve psychological health and personal fulfillment.

230. (B) linguistic and logical abilities.
Howard Gardner's theory of multiple intelligences challenged the traditional view of intelligence that was heavily focused on linguistic and logical-mathematical abilities. Standardized IQ tests primarily measure these two domains, often ignoring other important talents. Gardner argued that human competence is much more diverse, including musical, kinesthetic, and interpersonal strengths. By expanding the definition of intelligence, Gardner's theory encourages a more inclusive understanding of human potential and has led to educational practices that recognize and value a wider range of intellectual strengths in students.

231. (A) 1 and 2 only
Traditional intelligence tests, which provide a single IQ score, are primarily designed to measure linguistic and logical-mathematical abilities. These are the skills most often required for success in standard academic environments, such as reading comprehension, vocabulary, and mathematical reasoning. While modern theories recognize a much wider range of intelligences, including spatial, musical, and bodily-kinesthetic skills, these are typically not the focus of standard IQ examinations. This limitation is a primary reason why many psychologists advocate for a broader approach to assessing human cognitive potential in diverse settings.

232. (A) Sternberg's theory of Successful Intelligence
Robert Sternberg's theory of successful intelligence, also known as the triarchic theory, posits that success requires a balance of analytical, creative, and practical skills. Designing a bridge is a perfect example, as it requires analytical thinking to calculate structural integrity, creative thinking to find innovative solutions to design challenges, and practical thinking to navigate real-world constraints like budget and location. This model emphasizes that intelligence is not just about academic ability, but about using a variety of cognitive strengths to effectively solve problems and achieve goals in specific contexts.

233. (C) evaluating the outcome.
The final and critical step in any effective problem-solving process is evaluating the outcome. After a solution has been chosen and implemented, the individual must assess whether the original problem has been resolved and if the goal has been achieved. This evaluation allows for reflection on the effectiveness of the strategy and provides valuable information for future problem-solving efforts. Without this step, an individual may repeat ineffective behaviors or fail to recognize if a different approach is still needed to fully address the challenge at hand.

234. (A) latent learning.
Latent learning is a type of learning that occurs without any immediate reinforcement and is not immediately apparent in the individual's behavior. The information is acquired and stored mentally but is only demonstrated when an incentive or need arises later. This concept, pioneered by Edward Tolman, challenges strict behaviorism by showing that learning can happen internally through the formation of cognitive maps or representations, even when no external reward is present. Latent learning

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aspect of a person's behavior and life choices. These dominant dispositions are relatively rare but serve as the primary lens through which an individual interacts with the world. Unlike more common or situational traits, these qualities are the hallmark of an individual's identity and overall character.

264. (D) The humanistic perspective of Rogers.
This psychological viewpoint maintains an optimistic outlook on human nature, suggesting that people possess an innate drive toward growth and self-improvement. This primary motivator encourages individuals to develop their talents and achieve their highest potential. It emphasizes that a healthy personality is the result of fulfilling this internal urge for self-actualization within a supportive and congruent environment.

265. (A) As an organized whole, focusing on subjective perception in the present moment.
Rather than breaking personality down into separate traits or hidden conflicts, this approach views the individual as a unified and organized entity. It prioritizes how a person perceives and experiences their current reality as a whole. This emphasis on holistic perception suggests that the meaning of behavior is derived from the total context of an individual's subjective awareness and experiences.

266. (B) Mental health is the theoretical goal, and mental hygiene is the practical means to achieve and maintain it.
Mental health represents the ideal state of psychological well-being and effective functioning within one's community. In contrast, mental hygiene serves as the active practice and scientific application of principles designed to reach that state. While one defines the desired outcome of being well-adjusted, the other provides the proactive measures and strategies needed to prevent disorders and sustain wellness.

267. (B) The complete absence of life stresses.
Achieving psychological well-being does not imply that an individual lives a life entirely free from challenges or pressure. Instead, it involves the capacity to navigate and cope with normal stresses effectively while remaining productive. Mental health is characterized by resilience, self-awareness, and the ability to contribute to society, even when faced with the inevitable difficulties of daily existence.

268. (A) The curative function.
One of the primary roles of mental hygiene involves addressing psychological issues once they have begun to manifest. This specific function focuses on identifying mental disturbances in their early stages and implementing appropriate interventions to restore health. By providing timely treatment and support, this practice aims to resolve existing problems and prevent them from developing into more severe conditions.

269. (C) Implementing a school-wide program on stress management techniques for all students.
Proactive measures in mental hygiene focus on reducing risk factors and building resilience before problems occur. By teaching healthy coping strategies to an entire population, institutions can help individuals manage life's demands more effectively. This approach aims to maintain current levels of well-being and prevent the development of emotional disorders through education and the promotion of psychological health.

270. (D) Efforts to maintain psychological well-being are ongoing throughout life.
Maintaining mental wellness is not a task that can be completed once; it requires persistent effort and adaptation. As life circumstances and environments change, individuals must continually apply hygiene principles to stay well-adjusted. This perspective emphasizes that fostering psychological resilience and health is a lifelong commitment that persists regardless of whether an individual is currently facing a mental health crisis.

271. (C) A model of a single general ability to models of diverse abilities.
The understanding of human intellect has transitioned from seeing it as a lone, overarching cognitive factor toward recognizing it as a collection of varied capacities. This evolution acknowledges that individuals can possess strengths in different areas, such as social, emotional, or practical domains. Modern theories emphasize that intelligence is multifaceted and cannot be fully captured by a single test score.

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Every culture maintains a set of specific values, beliefs, and behavioral expectations that it seeks to instill in its members. These standards act as a guide for how individuals should act and what they should strive for within their society. By internalizing these objectives, individuals learn to align their behavior with community expectations, which is a central developmental journey.

290. (A) Social learning is a fundamental process that contributes to the development of social competence.
Acquiring the ability to function effectively in society is largely dependent on the experiences gained through observing and interacting with others. Social learning provides the necessary information about social cues, norms, and consequences that an individual needs to build their interpersonal skills. Over time, these learned insights and behaviors accumulate, leading to the high-level ability to navigate relationships successfully.

291. (C) Empowering the individual towards self-direction.
The primary objective of providing support and assistance is to help individuals gain the skills necessary to manage their own lives. Rather than dictating choices or making decisions for them, the process focuses on fostering independence and autonomy. By helping people understand themselves and their options, they are better equipped to navigate challenges and make intelligent adjustments to goals.

292. (A) Directive
This approach to helping individuals is characterized by the professional playing a central and active role in the process. The practitioner identifies the core of the problem and provides specific advice or solutions to the client. This method assumes that the expert possesses the knowledge required to guide the person toward a resolution, making the session more structured and counselor-centered.

293. (D) Educational guidance
Assistance specifically focused on helping students navigate their academic path falls under a distinct category of support. This includes helping with the selection of courses, managing school-related difficulties, and planning for future learning opportunities. By providing information and support related to the curriculum and career preparation, this service ensures that students can make informed decisions about their academic journey.

294. (B) Flexible combination of different counselling techniques.
Rather than strictly following one specific theory or method, this versatile strategy allows a practitioner to draw from multiple perspectives. The choice of which techniques to use is based on the unique needs and circumstances of the person seeking help. This adaptability ensures that the support provided is tailored to the individual, making the process more responsive and effective.

295. (C) The degree of responsibility and control held by the counsellor versus the client.
The fundamental distinction between these two methods centers on who leads the process and makes decisions. One model places the practitioner in a position of authority and expertise, while the other shifts the primary responsibility to the individual seeking help. This variation in power dynamics determines whether the focus is on expert diagnosis or on the client's own journey.

296. (D) The individual's irrational beliefs about an event.
According to this cognitive-behavioral framework, negative emotions do not stem directly from the events that occur in a person's life. Instead, it is the illogical and unhelpful interpretations people make about those situations that lead to suffering. By identifying and changing these faulty thought patterns, individuals can reduce their emotional distress and respond to challenges in a balanced manner.

297. (A) REBT is a psychoeducational model, while Person-Centred Counselling is a facilitative model.
One method of support focuses on teaching the client logical thinking skills and actively disputing unhelpful thoughts through a structured, educational approach. In contrast, the other method prioritizes the creation of a supportive relationship where the individual is

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In educational and professional settings, this skill is essential for innovation and for finding effective answers to complex problems that lack a standard resolution.

281. (A) Behaviouristic theory
This theoretical perspective focuses exclusively on external actions that can be seen and measured. It posits that learning is the result of associations formed between environmental stimuli and the responses they elicit. Because internal mental processes are not directly observable, they are excluded from the analysis, leaving behavior as the only reliable indicator of the learning that has occurred.

282. (B) Social learning theory
This perspective emphasizes that people often acquire new behaviors and knowledge by watching the actions of others. By observing a model, an individual can learn complex skills without needing to perform them first or receive direct rewards. This process highlights the importance of the social context and mental representation in learning, bridging the gap between environmental influences and internal cognition.

283. (B) As an active information processor who constructs knowledge.
Rather than being a passive recipient of external stimuli, the learner is viewed as an individual who intentionally organizes and interprets information. This perspective emphasizes internal mental processes such as memory, perception, and problem-solving. Learning is seen as a transformation where new data is integrated into existing mental structures, meaning the individual plays a central role in building their understanding.

284. (A) To act as a bridge, integrating environmental, behavioral, and cognitive factors.
This theory provides a comprehensive framework that acknowledges the strengths of both behavioral and cognitive approaches. It recognizes that while the environment and consequences shape behavior, internal mental factors also play a vital role in how people learn. By combining these elements, it explains how complex human behaviors are acquired through the reciprocal interaction of personal characteristics, actions, and surroundings.

285. (C) Motivation
Learning through observation requires several distinct mental steps to be successful. After an individual pays attention to a model and retains the information, they must possess the physical ability to reproduce the behavior. However, the final essential component is having a reason or incentive to perform what has been learned. Without this internal or external drive, the behavior will not manifest.

286. (D) The model being viewed as competent and prestigious.
The effectiveness of observational learning is significantly influenced by the qualities of the person being observed. Individuals are more inclined to imitate someone they perceive as having high status, expertise, or success. These traits suggest that the model's behavior is valuable or effective, making the observer more likely to pay attention and attempt to replicate the demonstrated actions in life.

287. (C) The mental processes used to understand social information.
This concept refers to the specific ways in which people think about others and themselves within a social environment. It involves how we perceive social cues, interpret the intentions of others, and store information about interpersonal relationships in our memory. These internal processes are fundamental to navigating the social world and making sense of the complex interactions that occur.

288. (B) Achieve personal goals socially, while also preserving positive relationships.
Being effective in social situations requires a balance between pursuing one's own objectives and maintaining healthy connections with others. This ability involves using social skills to navigate interactions in a way that respects social norms and the needs of peers. It represents a successful integration of social knowledge and behavior, allowing individuals to thrive within their community while reaching aspirations.

289. (D) Socialization goals

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272. (B) Practical intelligence
In certain triarchic models of intellect, the ability to successfully navigate real-world situations and daily challenges is distinguished from academic problem-solving. This capacity involves adapting to, shaping, or selecting environments to meet personal needs and goals. Often referred to as "street smarts," it represents the functional side of intelligence that allows individuals to thrive in their specific social contexts.

273. (D) There are several distinct and relatively independent types of intelligence.
The theory of multiple intelligences argues against the idea that intellect is a monolithic trait. Instead, it proposes that human beings possess various independent modalities, ranging from musical and spatial skills to interpersonal and bodily-kinesthetic abilities. This perspective suggests that excellence in one domain does not necessarily predict performance in another, reflecting the diverse ways individuals process information and learn.

274. (A) Emotional intelligence
This specific dimension of intellect involves the capacity to accurately perceive, assess, and regulate one's own emotions. Furthermore, it encompasses the ability to understand and respond effectively to the feelings of others. Developing this competence allows individuals to maintain better interpersonal relationships and manage social complexities through empathy and self-awareness, which are distinct from traditional academic or analytical skills.

275. (C) Making assessment more complex, incorporating performance tasks and contextual evaluation.
As theories of intelligence have expanded to include diverse domains, the methods used to measure them have also evolved. Modern assessments often go beyond standard paper-and-pencil tests to include observations of real-world performance and evaluations within specific contexts. This shift aims to capture a more comprehensive picture of an individual's intellectual strengths across social, practical, and creative areas of functioning.

276. (A) Metacognition
This higher-order cognitive process involves an individual's awareness and active regulation of their own mental activities. It allows learners to monitor their comprehension, evaluate their progress on tasks, and intentionally select strategies to improve their understanding. By reflecting on their thought processes, individuals can become more effective and self-directed learners who can adjust their approach when facing various challenges.

277. (D) Analyzing, synthesizing, and evaluating information in a disciplined manner.
This intellectual process requires the skillful application of standards to one's own thinking. It involves breaking down complex information, combining different elements to form new understandings, and making reasoned judgments about the quality of evidence. Rather than passive absorption of facts, it is a proactive and disciplined approach to processing information that aims to improve the clarity and accuracy.

278. (B) They are interdependent skills that enhance one another in practice.
High-level cognitive abilities do not function in isolation but work together to facilitate complex learning and action. For example, resolving a difficult issue often requires the generation of new ideas alongside the logical evaluation of those options. These processes are further improved when an individual is aware of their own mental strategies, showing that these skills are mutually supportive.

279. (C) Metacognition
When a learner recognizes a gap in their own understanding and takes deliberate steps to correct it, they are engaging in self-regulation. This involves monitoring the success of their current learning strategy and switching to a more effective one, such as summarizing or changing reading speed. Such behavior demonstrates a high level of awareness regarding one's own cognitive state.

280. (D) Creativity
This cognitive capacity involves the generation of original and valuable solutions or alternatives when addressing a task. It allows individuals to see possibilities that others might overlook and to combine existing information in unique ways.

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encouraged to explore their own feelings. While one is more active and instructional, the other is designed to facilitate growth potential.

298. (B) Disputing irrational beliefs.
Within this therapeutic framework, once an unhelpful thought pattern has been identified, the next step involves actively questioning and challenging its validity. This process is essential for helping the individual move past illogical conclusions that cause emotional pain. By systematically refuting these beliefs, the person can begin to develop a more rational and effective philosophy, leading to improved health.

299. (B) Unconditional positive regard.
To foster personal growth, a practitioner must provide a therapeutic environment where the client feels completely accepted and supported without judgment. This involves maintaining a warm and non-evaluative attitude, regardless of what the individual shares or how they behave. Such an atmosphere of safety and acceptance allows the person to explore their true self and move toward self-actualization.

300. (A) Individuals possess an inherent capacity for self-actualization and growth.
This perspective is based on the belief that all human beings have a natural, internal drive to develop their potential and become the best version of themselves. The goal of support is to provide the right conditions for this innate tendency to flourish. It assumes that given enough support, individuals can find their own solutions and path to growth.

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CHAPTER 04
Teacher Education

1. Which of the following best defines Teacher Education?
(A) A professional program focused on subject matter mastery for those seeking to become educators.
(B) A process equipping teachers with the knowledge and skills needed for effective classroom practice.
(C) A system for providing educators with the specific skills required for administrative leadership roles.
(D) A short-term certification program designed to facilitate entry into the professional teaching field.

2. Consider the following statements.
Statement I: Teacher Education is a static field with a fixed curriculum that does not evolve over time.
Statement II: Teacher Education is dynamic and responsive to societal changes, technological advancements, and evolving pedagogical research.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

3. Which of the following is NOT typically considered a transactional approach in pre-service teacher education?
(A) Expository learning
(B) Collaborative learning
(C) Rote memorization
(D) Experiential learning

4. A teacher education program that prepares individuals for teaching in grades VI to VIII falls under which category?
(A) Pre-primary teacher education
(B) Secondary teacher education
(C) Higher secondary teacher education
(D) Elementary teacher education

5. Identify the correct statement regarding the vision of teacher education curriculum.
(A) The vision prioritizes theoretical knowledge over practical teaching skills.
(B) The vision is to create a rigid, standardized teacher who follows a prescribed script.
(C) The vision aims to develop a reflective practitioner who is a lifelong learner.
(D) The vision focuses solely on developing teachers for urban, well-resourced schools.

6. The inclusion of collaborative learning as a transactional approach in teacher education is based on the principle that:
(A) Teachers learn best in isolation without peer interaction.
(B) Learning is a social process and is enhanced through peer discussion and shared tasks.
(C) A competitive environment is the most effective way to train future teachers.
(D) Expository methods are sufficient for all aspects of teacher training.

7. A student-teacher is asked to spend a month in a rural school, observe classes, interact with the community, and maintain a detailed journal of their experiences. This activity is a prime example of which transactional approach?
(A) Expository learning
(B) Didactic instruction
(C) Rote learning
(D) Experiential learning

8. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The structure of a teacher education curriculum is multifaceted, including foundation courses, pedagogy courses, and school internship.
Reason (R): A comprehensive curriculum is necessary to develop the diverse competencies required for effective teaching, from theoretical

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understanding to practical application.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

9. Which of the following best describes the 'scope' of teacher education?
(A) It is restricted to the basic pre-service training of individuals entering the field.
(B) It focuses on the administrative aspects involved in running an educational institution.
(C) It encompasses pre-service, in-service, and continuous professional development at all levels.
(D) It is concerned with the teaching of foundational courses like philosophy and psychology.

10. A transactional approach where the teacher-educator acts as the primary source of knowledge, disseminating information to student-teachers, is known as:
(A) Expository learning
(B) Collaborative learning
(C) Experiential learning
(D) Inquiry-based learning

11. Consider the following statements about the components of pre-service teacher education.
I. Foundation courses provide the philosophical and sociological context of education.
II. Pedagogy courses focus on subject-specific teaching methods.
III. School internship offers real-world classroom experience.
IV. Administrative training is the central component of all pre-service programs.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

12. Which thinker's framework for teacher education's knowledge base includes Pedagogical Content Knowledge (PCK)?
(A) Habermas
(B) Schulman
(C) Deng and Luke
(D) John Dewey

13. The concept of "reflective teaching" is best described as:
(A) The ability of a classroom teacher to replicate a prescribed lesson plan with perfect accuracy.
(B) The integration of reflective technology like mirrors and high-definition projectors in the school.
(C) The process of analyzing teaching practices to understand methods and identifying improvements.
(D) A teaching model that dismisses pre-planning in favor of spontaneous actions based on reactions.

14. Match List I with List II regarding models of teacher education.
List I:(Model)
P. Behaviouristic Model
Q. Competency-based Model
R. Inquiry Oriented Model
S. Reflective Model
List II:(Core Focus)
1. Developing specific, observable teaching skills
2. Stimulus-response conditioning and reinforcement
3. Encouraging critical self-evaluation and analysis of practice
4. Fostering a spirit of questioning and research in teachers
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

15. According to Habermas, which type of knowledge is concerned with understanding and interpretation, focusing on social interaction and communication?
(A) Practical interest
(B) Technical interest
(C) Emancipatory interest
(D) Empirical-analytical interest

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16. Which of the following is an incorrect statement about the Competency-based Teacher Education model?
(A) It emphasizes the acquisition of specific, demonstrable skills.
(B) It focuses on the teacher's internal thought processes and beliefs rather than observable behaviors.
(C) Assessment is often criterion-referenced, measuring against a set standard.
(D) The learning is often modular and self-paced.

17. Deng and Luke's viewpoint on the knowledge base of teacher education emphasizes the integration of:
(A) Three kinds of knowledge: subject matter, pedagogy, and practical wisdom.
(B) Multiple knowledge domains, including disciplinary, practical, and contextual knowledge.
(C) Two main domains: theoretical knowledge and practical skills.
(D) Four pillars of knowledge: knowing, doing, being, and living together.

18. A teacher maintains a daily journal, participates in peer observation, and regularly records and analyzes their own lessons. These are primarily strategies for promoting:
(A) Reflective teaching
(B) Behaviouristic conditioning
(C) Expository teaching
(D) Competency-based assessment

19. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Inquiry Oriented Teacher Education Model aims to develop teachers as researchers.
Reason (R): This model believes that teachers who systematically inquire into their own practice are better equipped to improve student learning and adapt to new challenges.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

20. Which model of teacher education is most closely associated with the principles of B.F. Skinner, focusing on observable behaviors and reinforcement?
(A) Inquiry Oriented Model
(B) Competency-based Model
(C) Reflective Model
(D) Behaviouristic Model

21. Which one of the following is NOT a strategy for promoting reflective teaching?
(A) Journal writing
(B) Peer observation
(C) Strict adherence to a prescribed lesson script without deviation
(D) Action research

22. Consider the following statements about different models of teacher education.
I. The Behaviouristic model focuses on changing observable behaviors.
II. The Competency-based model breaks down teaching into specific skills to be mastered.
III. The Inquiry Oriented model encourages teachers to become problem-solvers and researchers.
IV. All three models are mutually exclusive and cannot be integrated in a teacher education program.
V. The Reflective model is identical to the Inquiry Oriented model.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) I, IV, and V only
(C) II, III, and IV only
(D) I, III, and V only

23. The 'emancipatory interest' in Habermas's theory of knowledge is primarily concerned with:
(A) Developing techniques for the effective prediction and control of the environment.
(B) Designing frameworks for understanding and interpreting complex social meanings.
(C) Acquiring the practical and technical skills required for a specific vocational job.
(D) Achieving self-reflection and freedom from social domination or communicative distortion.

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24. The primary need for in-service teacher education arises from the fact that:
(A) Knowledge and pedagogical approaches evolve, requiring continuous professional growth.
(B) Pre-service education provides all the theoretical knowledge a teacher will ever need.
(C) The teaching profession remains static and unchanging throughout a teacher's career.
(D) In-service education is primarily a administrative means for teachers to gain promotions.

25. What is the main purpose of in-service teacher education?
(A) To provide initial vocational certification for newly aspiring teachers.
(B) To screen qualified candidates for initial entry into the teaching profession.
(C) To update and enhance the professional skills and attitudes of practicing teachers.
(D) To focus on the personal well-being of teachers excluding any professional skills.

26. Which of the following would NOT be considered within the scope of in-service teacher education?
(A) A two-year Bachelor of Education (B.Ed.) program for aspiring teachers.
(B) A workshop on integrating ICT in the classroom for practicing teachers.
(C) An orientation program for newly appointed teachers.
(D) A summer institute for science teachers on new laboratory techniques.

27. Arrange the following agencies in the correct hierarchical order of their typical operational level, from national to district.
1. SCERT
2. NCERT
3. DIET
(A) 2, 3, 1
(B) 1, 2, 3
(C) 2, 1, 3
(D) 3, 1, 2

28. Which of the following is a key national-level agency responsible for the planned and coordinated development of the teacher education system in India?
(A) SCERT
(B) NCTE
(C) SSA
(D) UGC

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29. A teacher education institution plans a 3-day workshop for in-service teachers. They are considering the number of participants, the availability of master trainers, and the cost of materials. These considerations fall under which aspect of planning?
(A) Purpose
(B) Duration
(C) Resources and Budget
(D) Curriculum Content

30. Consider the following modes of in-service teacher education.
I. Face-to-face workshops and seminars.
II. Online courses and webinars.
III. A full-time degree program for initial teacher qualification.
IV. Mentoring and peer coaching within a school.
Which of the above statement(s) is/are correct?
(A) I and III only
(B) I, II, and IV only
(C) II and III only
(D) I, II, III, and IV

31. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Planning an in-service teacher education program requires careful consideration of purpose, duration, resources, and budget.
Reason (R): Without clear planning, an in-service program is likely to be ineffective, wasting time and resources without achieving its intended professional development goals.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

32. The agency primarily responsible for providing academic and resource support at the state level for the improvement of school education and teacher education is:
(A) NCERT
(B) SCERT
(C) NCTE
(D) RMSA

33. Which program was launched by the Government of India for the universalization of elementary education, which also included a significant component for in-service training of teachers?
(A) RMSA
(B) SSA
(C) UGC
(D) NCTE

34. Match List I with List II regarding agencies and their primary level of operation.
List I:(Agency)
P. NCERT
Q. SCERT
R. UGC
S. SSA/RMSA implementing units
List II:(Level of Operation)
1. District and sub-district
2. State
3. National
4. Higher Education (Universities)
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-1, Q-2, R-4, S-3
(D) P-3, Q-4, R-2, S-1

35. The concept of 'profession' is best characterized by:
(A) A job that requires minimal specialized training and consists primarily of manual tasks.
(B) Any vocational activity for which an individual receives a standard recurring payment.
(C) An occupation requiring specialized knowledge, a code of ethics, and high autonomy.
(D) A social role that is primarily determined based on hereditary or family succession.

36. Which of the following is NOT a defining characteristic of teaching as a profession?
(A) A specialized knowledge base.
(B) A commitment to service and the welfare of students.
(C) A formal code of professional ethics.
(D) The absence of any need for continuous professional development.

37. Consider the following statements.
Statement I: Professional ethics for teachers are merely suggestions and have no real impact on their conduct.
Statement II: Professional ethics provide a framework of principles to guide teachers in their conduct towards students, colleagues, and society.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

38. A teacher's own motivation, beliefs about teaching, and willingness to learn are examples of which type of factors affecting teacher development?
(A) Contextual factors
(B) Personal factors
(C) Institutional factors
(D) Political factors

39. The integration of ICT in teacher education primarily aims to:
(A) Replace human teachers with automated technology systems.
(B) Reduce the administrative workload of teacher educators.
(C) Make teacher education more expensive and socially exclusive.
(D) Improve teaching quality and prepare technically proficient educators.

40. Consider the following actions related to professional ethics.
I. Maintaining confidentiality of student information.
II. Showing partiality towards certain students.
III. Engaging in continuous self-improvement.
IV. Criticizing colleagues in front of students.
V. Upholding the dignity of the teaching profession.

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Which of the above statement(s) is/are correct?
(A) I, II, and IV only
(B) II, IV, and V only
(C) I, III, and V only
(D) I, II, and III only

41. School culture, availability of resources, and the level of administrative support are examples of:
(A) Personal factors affecting teacher development.
(B) Genetic factors affecting teacher development.
(C) Contextual factors affecting teacher development.
(D) Pedagogical factors affecting teacher development.

42. The term 'professionalism' in teaching refers to:
(A) Conduct, aims, and qualities characterizing a profession or a professional person.
(B) The simple act of receiving a monthly salary for performing teaching duties.
(C) The specific hierarchical structure found within a school administration.
(D) The total number of years an individual teacher has remained in service.

43. Which of the following is an example of an innovation in teacher education?
(A) Continuing with traditional lecture-only methods for instruction.
(B) Focusing exclusively on the theoretical aspects of education.
(C) Reducing the duration of the mandatory school internship component.
(D) Introducing blended learning modules and simulations for training teachers.

44. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The quality of teacher education programs is crucial for the overall quality of the school education system.
Reason (R): The competencies and professionalism of teachers, which are shaped by teacher education, directly impact student learning and outcomes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

45. What is the most appropriate description of quality enhancement for the professionalization of teacher education?
(A) A one-time administrative accreditation process for teacher education institutions.
(B) Increasing the number of teacher education colleges without regard to standards.
(C) A continuous process of improving curriculum, pedagogy, resources, and assessment.
(D) Making teacher education programs shorter and significantly easier to complete.

46. Which of the following is a primary focus of the curriculum vision for Elementary Teacher Education?
(A) Training teachers to handle complex subject matter for higher grades.
(B) Focusing solely on the use of high-end technology in classrooms.
(C) Developing teachers as researchers for university-level studies.
(D) Preparing teachers for diverse classrooms and foundational literacy and numeracy.

47. In the context of transactional approaches, 'Expository learning' is most effective for:
(A) Transmitting foundational, factual information efficiently.
(B) Developing complex problem-solving skills.
(C) Fostering interpersonal and teamwork skills.
(D) Encouraging self-discovery and critical inquiry.

48. Consider the following statements.
Statement I: Experiential learning in teacher education involves learning by doing and reflecting on that doing.
Statement II: A lecture on classroom management is an example of experiential learning.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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(A) I, II, III, and IV only
(B) I, II, III, and V only
(C) II, III, IV, and V only
(D) I, III, and IV only

83. When planning an in-service program, determining whether it will be a one-day seminar, a week-long workshop, or a year-long online course relates to the preliminary consideration of:
(A) Purpose
(B) Resources
(C) Duration
(D) Budget

84. The responsibility for coordinating and setting standards for teacher education at the university level, including programs like B.Ed. and M.Ed. offered by universities, primarily falls under the purview of:
(A) NCERT
(B) NCTE
(C) SCERT
(D) UGC

85. Which of the following represents a 'school-based' mode of in-service teacher education?
(A) Teachers from a district attending a workshop at the DIET.
(B) Teachers enrolling in a distance education course from a national university.
(C) Teachers from one school forming a study circle to solve problems.
(D) Key resource persons attending a national-level training at NCERT.

86. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): ICT integration is a critical component for the professionalization of teacher education.
Reason (R): In the modern era, teachers must be competent not only in their subject matter but also in using technology to enhance learning, a skill which teacher education must impart.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

87. Which of the following best exemplifies a 'personal' factor positively affecting a teacher's professional development?
(A) A highly supportive school principal.
(B) The mandatory requirement to attend a training program.
(C) The availability of a well-stocked school library.
(D) A high degree of intrinsic motivation and a growth mindset.

88. A teacher's commitment to regularly updating their subject knowledge and pedagogical skills demonstrates a key aspect of:
(A) Professionalism
(B) Professional ethics
(C) Contextual factors
(D) ICT integration

89. Which of the following statements about 'Teaching as a Profession' is incorrect?
(A) It has a well-defined body of knowledge.
(B) It requires a period of professional training.
(C) It does not require any autonomy or decision-making power.
(D) It is governed by a code of ethics.

90. The development of MOOCs (Massive Open Online Courses) for the continuous professional development of teachers is an example of:
(A) An innovation in teacher education.
(B) A contextual factor hampering teacher development.
(C) A traditional, face-to-face mode of in-service training.
(D) A decline in the quality of teacher education.

91. Which of the following constitutes a breach of professional ethics by a teacher?
(A) Providing extra help to a struggling student after school hours.
(B) Collaborating with colleagues on a school improvement project.
(C) Communicating a student's progress to their parents.
(D) Engaging in private tuition of their own students for monetary gain.

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57. An in-service program that involves teachers from various schools coming together for a short, intensive training course on a specific topic is an example of which organization mode?
(A) A school-based program
(B) A cascade model program
(C) A face-to-face, centralized program
(D) An online, self-paced program

58. The cascade model of in-service teacher education involves:
(A) Training master trainers who then train teachers at subsequent levels.
(B) Training all teachers simultaneously through a central national agency.
(C) Allowing teachers to choose their own training modules from online sets.
(D) A model where teachers learn exclusively from their own experience alone.

59. Match List I with List II concerning in-service teacher education.
List I:(Concept)
P. Need for INSET
Q. Mode of INSET
R. Planning Consideration
S. Agency for INSET
List II:(Example)
1. Budget and Resources
2. SCERT
3. Keeping abreast with new pedagogy
4. Online Webinar
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-2, Q-1, R-4, S-3
(D) P-4, Q-3, R-2, S-1

60. Which national body's role in in-service education includes preparing model syllabi, training materials, and conducting national-level training programs for key resource persons?
(A) UGC
(B) NCERT
(C) SCERT
(D) SSA

61. Which of the following is an INCORRECT statement regarding the planning of in-service teacher education programs?
(A) The purpose of the program should be clearly defined at the outset.
(B) Available resources, both human and material, must be assessed.
(C) The duration should be decided arbitrarily without considering the program's objectives.
(D) A detailed budget is essential for successful implementation.

62. The 'Rashtriya Madhyamik Shiksha Abhiyan' (RMSA) was primarily focused on enhancing access to and improving the quality of:
(A) Elementary education
(B) Higher education
(C) Pre-primary education
(D) Secondary education

63. Consider the following statements about agencies in teacher education.
I. NCTE is the regulatory body for maintaining norms and standards in the teacher education system.
II. UGC is primarily concerned with the coordination and maintenance of standards in university and higher education.
III. SCERT operates at the national level, overseeing all state-level activities.
IV. SSA was a program focused on higher education quality.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) III and IV only
(C) I and III only
(D) II and IV only

64. The primary ethical responsibility of a teacher towards their students is to:
(A) Help them achieve high scores by any administrative means necessary.
(B) Foster overall student development in a safe and supportive environment.
(C) Maintain a formal and professionally distant relationship at all times.
(D) Share confidential information about other students to build trust.

65. A teacher who consistently refuses to learn new teaching methods, ignores feedback from colleagues, and shows little interest in professional development is lacking in:
(A) Subject matter knowledge
(B) Professionalism

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(D) The Behaviouristic model is inquiry-driven, while the Competency-based model is lecture-driven.

119. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Maintaining a teaching portfolio is a powerful strategy for promoting reflective practice.
Reason (R): A portfolio encourages teachers to collect, select, and reflect upon evidence of their teaching, leading to a deeper understanding of their own professional growth and effectiveness.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

120. Which view of knowledge base for teacher education, proposed by Deng and Luke, advocates for integrating subject matter, pedagogy, and the socio-cultural context of schooling?
(A) A holistic and ecological view
(B) A purely technical view
(C) A purely practical view
(D) A fragmented and compartmentalized view

121. What is the fundamental need for in-service teacher education in the context of a new education policy being introduced?
(A) To provide teachers with a paid holiday.
(B) To resist the implementation of the new policy.
(C) To ensure teachers understand and are equipped to implement policy.
(D) To fulfill a formality with no real expectation of change.

122. Which of the following is NOT a mode of organizing in-service teacher education?
(A) The initial four-year integrated B.A. B.Ed. program.
(B) Distance mode using online platforms.
(C) Face-to-face workshops at a central location.
(D) School-based professional learning communities.

123. Consider the following statements regarding institutions for in-service teacher education.
I. NCERT operates at the national level.
II. SCERT operates at the state level.
III. SSA and RMSA were programs that funded in-service activities at school levels.
IV. NCTE is primarily an in-service training provider, not a regulatory body.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II and III only
(C) III and IV only
(D) I, II, III and IV

124. When planning an INSET program on 'Inclusive Education', the primary 'purpose' would be:
(A) To decide if the program should be for 3 days or 5 days.
(B) To equip teachers with strategies for diverse learning needs in classrooms.
(C) To calculate the cost of printing handouts and certificates.
(D) To book a venue with good air conditioning.

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125. A key difference between SSA (Sarva Shiksha Abhiyan) and RMSA (Rashtriya Madhyamik Shiksha Abhiyan) was their target level of education. SSA focused on _____, while RMSA focused on _____.
(A) Higher education; Secondary education
(B) Secondary education; Elementary education
(C) Elementary education; Secondary education
(D) Pre-primary education; Higher education

126. A teacher who has a high degree of 'teacher burnout' and is resistant to any new ideas is being negatively affected by which type of factor?
(A) A contextual factor
(B) An institutional policy
(C) A national curriculum framework
(D) A personal factor

127. The concept of "professionalism" in teaching differs from merely "being a professional" in that professionalism implies:
(A) A commitment to high standards, ethical conduct, and improvement.
(B) Holding a valid teaching certificate.
(C) Being a member of a teacher's union.
(D) Having taught for more than ten years.

(D) A is false but R is true.

75. Which type of teacher education program would be most suitable for an individual who has completed their higher secondary education (10+2) and wants to teach in primary school (grades I-V)?
(A) A one-year M.Ed. program.
(B) A two-year Bachelor of Education (B.Ed.) for secondary teaching.
(C) A Ph.D. in Education.
(D) A two-year Diploma in Elementary Education (D.El.Ed.).

76. Which of the following is an example of 'Pedagogical Content Knowledge' (PCK) as described by Schulman?
(A) Knowing the chemical formula for water is H2O.
(B) Knowing the most effective analogy to explain photosynthesis to a student.
(C) Knowing the specific historical date of the Battle of Plassey.
(D) Knowing the school's administrative policy on student leave.

77. The Inquiry-Oriented Teacher Education Model is least likely to use which of the following activities?
(A) Action research projects
(B) Case study analysis
(C) Rote memorization of educational theories
(D) Problem-based learning scenarios

78. Consider the following statements.
Statement I: The Competency-based model of teacher education focuses on the process of learning rather than the outcomes.
Statement II: The Behaviouristic model of teacher education is based on shaping behavior through reinforcement and conditioning.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

79. Match List I with List II regarding strategies for promoting reflective teaching.
List I:(Strategy)
P. Journal Writing
Q. Peer Observation
R. Action Research
S. Portfolio Maintenance
List II:(Description)
1. Systematically investigating a problem in one's own practice
2. Collecting and reflecting on artifacts of one's teaching over time
3. Writing personal thoughts and analyses of teaching experiences
4. Observing a colleague teach and providing constructive feedback
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-2, Q-1, R-4, S-3
(D) P-4, Q-3, R-2, S-1

80. According to Schulman, the knowledge of "curriculum and materials" is essential for a teacher to:
(A) Understand the psychological development of children.
(B) Be aware of the programs and tools available for teaching a subject.
(C) Manage the classroom effectively in diverse social settings.
(D) Know the history of educational policy in the country.

81. A teacher who critically examines the underlying power structures and social inequalities that are reproduced in schools is operating from which of Habermas's knowledge interests?
(A) Technical interest
(B) Practical interest
(C) Emancipatory interest
(D) Axiological interest

82. Consider the following as potential purposes for an in-service teacher education program.
I. To orient newly recruited teachers to the school system.
II. To introduce a new national curriculum framework.
III. To train teachers in using new digital teaching aids.
IV. To provide the initial B.Ed. degree required to become a teacher.
V. To update teachers on recent research in child psychology.
Which of the above are valid purposes for INSET?

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49. Arrange the following components of a typical pre-service teacher education program in a logical transactional sequence.
1. School Internship and Practice Teaching
2. Engagement with Foundation Courses
3. Study of Pedagogy Courses
4. Post-internship Reflection and Evaluation

(A) 2, 3, 1, 4
(B) 1, 2, 3, 4
(C) 4, 3, 2, 1
(D) 2, 1, 3, 4

50. The vision for curriculum at the Higher Secondary level of teacher education emphasizes:
(A) Preparing teachers with subject mastery and pedagogy for adolescent learners.
(B) Child-centered pedagogy and play-based learning for primary students.
(C) Foundational literacy and numeracy skills for early childhood development.
(D) A generalist approach with no specific subject specialization requirements.

51. The primary distinction between the Behaviouristic and Inquiry-Oriented models of teacher education lies in their view of the teacher. The Behaviouristic model views the teacher as a _____, while the Inquiry-Oriented model views the teacher as a _____.
(A) researcher; technician
(B) facilitator; authority
(C) technician; researcher
(D) learner; expert

52. Schulman's concept of 'Knowledge of learners and their characteristics' is crucial for a teacher because it helps in:
(A) Mastering the content of the subject being taught.
(B) Understanding the administrative policies of the school.
(C) Evaluating the curriculum of the education board.
(D) Designing instruction that is developmentally and culturally appropriate.

53. Which of the following strategies LEAST promotes reflective teaching?
(A) Engaging in action research on a classroom problem.
(B) Participating in a peer coaching session with a colleague.
(C) Uncritically following the teacher's guide from a textbook publisher.
(D) Writing a detailed journal entry analyzing a difficult lesson.

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54. Consider the following statements regarding the knowledge base of teacher education.
I. Schulman's framework is limited to only subject matter knowledge.
II. Deng and Luke argue for a holistic understanding that integrates various knowledge forms.
III. Habermas's theory of knowledge interests can be applied to understand the purposes behind different educational approaches.
IV. The Competency-based model aligns with Habermas's 'technical interest'.

Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

55. In the Competency-Based Teacher Education (CBTE) model, the emphasis is on:
(A) The number of years a teacher has taught.
(B) The teacher's popularity among students.
(C) The teacher's personal philosophical beliefs about education.
(D) The teacher's ability to demonstrate specific, pre-defined teaching skills.

56. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Reflective teaching is critical for professional growth.
Reason (R): It encourages teachers to move beyond routine actions and to question, analyze, and improve their own practices, leading to more effective teaching.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

92. The process of organizing components of pre-service teacher education involves sequencing them logically. Which sequence is most educationally sound?
(A) Theory → Pedagogy → Internship
(B) Internship → Theory → Pedagogy
(C) Pedagogy → Internship → Theory
(D) Internship → Pedagogy → Theory

93. The transactional approach that encourages student-teachers to construct knowledge through social interaction and group work is:
(A) Expository learning
(B) Rote learning
(C) Collaborative learning
(D) Didactic learning

94. The vision for teacher education curriculum at the secondary level places strong emphasis on:
(A) Play-based learning methods only.
(B) Managing pre-primary classrooms.
(C) Foundational literacy and numeracy.
(D) Understanding adolescent needs and subject-specific pedagogy.

95. Consider the following statements about teacher education programs.
I. Pre-service education is for prospective teachers.
II. In-service education is for practicing teachers.
III. Orientation programs are a form of in-service education.
IV. Teacher education is limited only to the pre-service level.
Which of the above statement(s) is/are correct?
(A) I, II, and IV only
(B) I, II, and III only
(C) II and IV only
(D) I and IV only

96. Which of the following is NOT part of Schulman's knowledge base for teaching?
(A) Content Knowledge
(B) Knowledge of School Administrative Hierarchies
(C) Pedagogical Content Knowledge (PCK)
(D) Knowledge of Educational Contexts

97. A teacher-educator who designs a training module where student-teachers must achieve a score of 90% on a test of identifying learning disabilities before moving to the next module is using which model?
(A) Inquiry Oriented Model
(B) Competency-based Model
(C) Reflective Model
(D) Humanistic Model

98. Arrange the following steps in a reflective teaching cycle in chronological order.
1. Analyze and evaluate the experience
2. Have an experience (teach a lesson)
3. Identify new perspectives or actions to take
4. Describe the experience
(A) 2, 4, 1, 3
(B) 1, 2, 3, 4
(C) 4, 3, 2, 1
(D) 2, 1, 4, 3

99. The main difference between the viewpoints of Schulman and Deng & Luke on the teacher's knowledge base is that:
(A) Schulman ignores pedagogical knowledge, while Deng & Luke emphasize it.
(B) Schulman focuses only on in-service teachers, while Deng & Luke focus only on pre-service teachers.
(C) Deng & Luke propose a more integrated and holistic view of knowledge forms.
(D) Deng & Luke completely reject the idea of Content Knowledge.

100. The Inquiry-Oriented Teacher Education Model is grounded in the philosophy of John Dewey, which emphasizes:
(A) Learning as transmission of information.
(B) Learning through stimulus-response conditioning.
(C) Learning as a passive reception of facts.
(D) Learning through problem-solving and experience.

101. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Behaviouristic Model of teacher education is often criticized for being too mechanistic.
Reason (R): It focuses on observable behaviors and skills in isolation, potentially neglecting the complex cognitive and affective dimensions of

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teaching.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

102. The most significant purpose of in-service teacher education is to:
(A) Fulfill a bureaucratic requirement for annual reports.
(B) Prevent professional obsolescence and promote continuous growth.
(C) Provide a break from regular teaching duties.
(D) Increase the salary of teachers automatically.

103. Which of the following is an example of an institution at the district level specifically designed to provide academic and resource support for elementary education and teacher education?
(A) NCERT
(B) SCERT
(C) DIET (District Institute of Education and Training)
(D) UGC

104. Consider the following elements of planning an INSET program.
I. Defining the specific learning outcomes for the participating teachers.
II. Calculating the cost of resource persons, materials, and venue.
III. Deciding if the program will be for three days or ten days.
IV. Identifying the target group of teachers for the program.
V. Sending a report to the authorities after the program is over.
Which of the above elements are part of the 'preliminary consideration in planning'?
(A) I, II, III, and IV only
(B) II, III, IV, and V only
(C) I, III, IV, and V only
(D) I, II, and V only

105. The 'face-to-face' mode of in-service education has the primary advantage of:
(A) Allowing self-paced learning.
(B) Being the most cost-effective option.
(C) Facilitating direct interaction, discussion, and hands-on practice.
(D) Reaching a massive audience across geographical barriers simultaneously.

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106. The role of RMSA (Rashtriya Madhyamik Shiksha Abhiyan) in teacher education primarily involved:
(A) Funding and supporting in-service training for secondary school teachers.
(B) Regulating B.Ed. colleges.
(C) Conducting research in higher education.
(D) Developing curriculum for pre-primary schools.

107. Which of the following pairs of 'factor affecting teacher development' and 'example' is INCORRECTLY matched?
(A) Personal factor : Teacher's attitude towards change
(B) Contextual factor : School leadership style
(C) Contextual factor : Opportunities for professional collaboration
(D) Personal factor : Availability of ICT infrastructure in the school

108. The 'professionalization of teacher education' refers to efforts aimed at:
(A) Making teacher education a sub-field of sociology.
(B) Raising teacher preparation standards to par with learned professions.
(C) Increasing the number of teachers in the country.
(D) Commercializing teacher education to make it more profitable.

109. A teacher who takes responsibility for their actions, demonstrates integrity, and is committed to student welfare is exhibiting:
(A) A contextual constraint
(B) A lack of autonomy
(C) Professionalism
(D) A need for ICT integration

110. The use of 'Action Research' by teachers is an innovation that directly contributes to:
(A) The decline of theoretical knowledge.
(B) The separation of theory and practice.
(C) A reduction in teacher workload.

(D) Professionalization by positioning teachers as problem-solvers.

111. Which of the following is a defining element of professional ethics for teachers?
(A) A commitment to the well-being and learning of every student.
(B) A focus on maximizing personal financial gain.
(C) An obligation to follow administrative directives without question.
(D) A policy of non-communication with parents.

112. The structure of teacher education curriculum is often described as having a 'theory-practice' link. The 'internship' component serves as the primary bridge for this link by:
(A) Focusing exclusively on the history of education.
(B) Allowing student-teachers to apply theoretical knowledge in classrooms.
(C) Providing training in school administration and finance.
(D) Testing student-teachers' ability to memorize facts.

113. Consider the following statements.
Statement I: The organization of components in pre-service teacher education should be random and unstructured.
Statement II: A well-organized curriculum moves from foundational knowledge to pedagogical application and practical experience.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

114. A teacher-educator who primarily uses lectures, presentations, and direct instruction is employing which transactional approach?
(A) Expository
(B) Experiential
(C) Collaborative
(D) Inquiry-based

115. Match List I with List II regarding the focus of teacher education at different levels.
List I:(Level)
P. Elementary
Q. Secondary
R. Higher Secondary
S. Pre-Primary
List II:(Primary Focus)
1. Subject specialization and adolescent psychology
2. Foundational literacy, numeracy, and child development
3. Play-based learning and early childhood care
4. Deep content mastery and pedagogy for young adults
(A) P-1, Q-2, R-4, S-3
(B) P-2, Q-1, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-1, S-4

116. Schulman's category of 'Knowledge of educational ends, purposes, and values' refers to a teacher's understanding of:
(A) The specific learning objectives of a single lesson.
(B) The school's annual calendar and event schedule.
(C) The technical specifications of classroom hardware.
(D) Philosophical and historical justifications for teaching subjects.

117. An inquiry-oriented teacher education program would most likely have which of the following as a central learning outcome for its student-teachers?
(A) The ability to memorize and replicate lesson plans.
(B) The skill to manage administrative tasks efficiently.
(C) The capacity to systematically investigate classroom-based problems.
(D) The competence to follow instructions without deviation.

118. Which statement correctly distinguishes between the Behaviouristic and Competency-based models?
(A) The Behaviouristic model is about internal thoughts, while the Competency-based model is about observable actions.
(B) Competency-based is a refined, skill-focused version of the Behaviouristic model.
(C) Both are identical in every aspect.

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(C) Classroom management skills
(D) Years of experience

66. Consider the following factors that affect teacher development.
I. Teacher's self-efficacy and motivation.
II. School's leadership and administrative support.
III. Availability of professional development opportunities.
IV. The socio-economic background of the teacher's parents.
V. The teacher's personal learning style.
Which of the above constitute a mix of personal and contextual factors?
(A) I, II, III, and IV only
(B) II, IV, and V only
(C) I, II, III, and V only
(D) I, III, and V only

67. Using a Learning Management System (LMS) to deliver content, conduct assessments, and facilitate discussions for teacher trainees is an example of:
(A) A personal factor affecting teacher development.
(B) A contextual factor affecting teacher development.
(C) ICT integration for quality enhancement.
(D) A traditional approach to teacher education.

68. Which of the following is the LEAST likely to be considered an innovation in teacher education?
(A) Flipped classrooms for pre-service courses.
(B) Gamification to teach pedagogical concepts.
(C) Development of open educational resources (OER) for teachers.
(D) Exclusive reliance on the chalk-and-talk method.

69. The statement "Teaching is a profession" implies that:
(A) Anyone can teach without any specific training or specialized knowledge.
(B) Teachers do not need to be personally accountable for their performance.
(C) It is an occupation with a systematic body of knowledge and ethics.
(D) The primary motivation for teaching should be purely monetary gain.

70. A teacher's refusal to discriminate against any student on the basis of caste, creed, religion, or gender is a direct application of:
(A) Pedagogical skill
(B) Professional ethics
(C) Subject matter expertise
(D) ICT integration

71. The 'nature' of teacher education being 'comprehensive' means it addresses:
(A) Only the cognitive development of teachers.
(B) Only the practical skills of teaching.
(C) Only the in-service needs of experienced teachers.
(D) Cognitive, affective, and psychomotor domains of development.

72. A curriculum document that envisions teachers as 'facilitators of learning' rather than 'transmitters of information' reflects a shift towards which type of educational philosophy?
(A) Constructivism
(B) Behaviourism
(C) Essentialism
(D) Perennialism

73. A pre-service teacher education program that includes courses like 'Psychology of Learning', 'Sociological Foundations of Education', and 'History of Education' is focusing on which component?
(A) Pedagogy Courses
(B) Internship
(C) Foundation Courses
(D) Skill Enhancement Courses

74. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Collaborative learning is a valuable transactional approach in teacher education.
Reason (R): It mirrors the collaborative environment teachers are expected to foster in their own classrooms and helps develop communication and teamwork skills.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

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128. Arrange the following typical progression of a teacher's professional journey in chronological order.
1. In-service continuous professional development
2. Pre-service teacher education program
3. Induction and mentoring as a novice teacher
4. Gaining expertise and potentially becoming a mentor

(A) 2, 3, 1, 4
(B) 1, 2, 3, 4
(C) 2, 1, 3, 4
(D) 3, 2, 4, 1

129. Enhancing the quality of teacher education through ICT integration could involve all of the following EXCEPT:
(A) Using simulation software for practicing classroom management techniques.
(B) Banning the use of internet resources for lesson planning.
(C) Creating e-portfolios for reflective practice.
(D) Facilitating online collaborative projects between student-teachers.

130. A school principal who regularly organizes peer observation sessions and provides constructive feedback is positively influencing teacher development through which type of factor?
(A) Contextual
(B) Personal
(C) Ethical
(D) Financial

131. The vision of teacher education curriculum emphasizes creating teachers who are:
(A) Passive followers of instructions.
(B) Focused only on examination scores.
(C) Agents of social change.
(D) Technologically illiterate.

132. In a 'collaborative learning' setup for student-teachers, the role of the teacher-educator shifts from 'sage on the stage' to:
(A) 'Dictator of tasks'
(B) 'Passive observer'
(C) 'Primary source of all information'
(D) 'Guide on the side'

133. Which of the following represents the correct pair of a teacher education program type and its target level?
(A) B.Ed. - Pre-primary level
(B) D.El.Ed. - Secondary level
(C) M.Ed. - A master's degree for specialization/ leadership roles
(D) Ph.D. - Initial teacher training

134. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The internship or 'practicum' is a critical component of pre-service teacher education.
Reason (R): It provides a supervised environment for student-teachers to experience the complexities of a real classroom, which cannot be fully simulated in a university lecture hall.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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135. The scope of teacher education extends beyond initial training to include continuous professional development (CPD) because:
(A) Initial training becomes obsolete quickly.
(B) Teachers need constant supervision.
(C) It is a mandatory government regulation without any pedagogical basis.
(D) The challenges and contexts of teaching are ever-evolving.

136. Which of the following is the best example of a strategy to promote reflective teaching?
(A) A student-teacher analyzes internship incidents in a diary for improvement.
(B) A teacher-educator gives a lecture on the importance of reflection.
(C) All student-teachers are given the same lesson plan to deliver without any modification.
(D) Student-teachers are graded solely on their final examination scores.

137. The Behaviouristic model of teacher education is most concerned with:

(A) A teacher's underlying beliefs and values.
(B) The teacher's ability to foster critical thinking in students.
(C) The acquisition of specific, observable behaviors such as questioning skills.
(D) The teacher's role as a social-reconstructionist.

138. Consider the following statements.
Statement I: Schulman's concept of Pedagogical Content Knowledge (PCK) refers to the blending of content and pedagogy into an understanding of how to teach particular concepts.
Statement II: Habermas's 'technical interest' aligns with an educational approach focused on control and efficiency, such as the behaviouristic model.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

139. Match List I with List II concerning different viewpoints on teacher knowledge.
List I:(Thinker/Concept)
P. Schulman
Q. Habermas
R. Deng and Luke
S. Reflective Practice
List II:(Core Idea)
1. Practical, Technical, and Emancipatory Interests
2. Integration of disciplinary, practical, and contextual knowledge
3. Seven categories of teacher knowledge including PCK
4. Critical analysis of one's own teaching actions (Schön)
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-2, Q-4, R-1, S-3
(D) P-3, Q-2, R-4, S-1

140. A teacher education program that emphasizes case studies, problem-solving, and action research to develop teachers as independent thinkers is based on which model?
(A) Behaviouristic Model
(B) Inquiry Oriented Model
(C) Competency-based Model
(D) Transmission Model

141. In the context of in-service education, which of the following is an example of the 'cascade' mode of organization?
(A) A university offers an online course open to all teachers.
(B) Teachers in a single school meet every Friday to discuss their problems.
(C) Trainers train resource persons at subsequent state and district levels.
(D) Every teacher is sent to a central institute for a one-year training program.

142. The primary role of NCTE (National Council for Teacher Education) is:
(A) To conduct in-service training for all government school teachers.
(B) To design the curriculum for K-12 schooling.
(C) To provide grants to universities for research projects.
(D) To regulate and maintain standards for teacher education programs.

143. Consider the following actions taken while planning an in-service program.
I. Determining that the goal is to train teachers in new assessment techniques.
II. Deciding the program will last for five working days.
III. Estimating the cost of hiring an expert and providing lunch for participants.
IV. Selecting the appropriate teachers who need this training.
Which of the above sets of preliminary considerations do these actions correspond to?
(A) Purpose, Duration, Resources and Budget
(B) Scope, Mode, Agency, and Level
(C) Ethics, Professionalism, Quality, and Innovation
(D) Vision, Structure, Transaction, and Components

144. Which of the following is NOT an agency or institution of in-service teacher education at the state or national level?
(A) SCERT
(B) A Village Panchayat Education Committee
(C) NCERT
(D) UGC (through its schemes for faculty development)

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145. A teacher who feels isolated, receives no feedback, and has limited opportunities for collaboration is being negatively impacted by:
(A) Personal factors
(B) Contextual factors
(C) Ethical dilemmas
(D) Professional ethics

146. Which of the following demonstrates the highest level of professionalism?
(A) A teacher who seeks feedback and collaborates to improve student learning.
(B) A teacher who completes the syllabus but shows no concern for student understanding.
(C) A teacher who strictly adheres to a 20-year-old lesson plan without any changes.
(D) A teacher who focuses on school politics rather than classroom instruction.

147. Integrating ICT for quality enhancement in teacher education is LEAST concerned with:
(A) Developing digital literacy in student-teachers.
(B) Providing access to global educational resources.
(C) Facilitating online collaborative learning.
(D) Maintaining traditional, paper-based record-keeping systems.

148. A teacher's moral obligation to be fair and impartial to all students is a cornerstone of:
(A) Professional ethics
(B) ICT integration
(C) A contextual factor
(D) An innovation in teacher education

149. The introduction of 'Critical Pedagogy' into the teacher education curriculum is an innovation aimed at making teachers:
(A) More obedient to authority.
(B) Better at rote memorization techniques.
(C) Aware of social justice issues and empowered to challenge oppression.
(D) Focus solely on high-stakes testing.

150. Consider the following statements.
Statement I: Teacher development is solely dependent on the teacher's own personal will and motivation.
Statement II: Contextual factors such as school environment, leadership, and policy have no significant impact on teacher development.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

151. The "Nature of Teacher Education" is dynamic because it must:
(A) Adhere to principles established in the 19th century without change.
(B) Remain isolated from the realities of school and society.
(C) Provide a single, universal model of teaching for all contexts.
(D) Respond to changes in society, technology, and our understanding of learning.

152. Which of the following is NOT a component of pre-service teacher education curriculum?
(A) Post-retirement benefits planning
(B) Courses on teaching methodology
(C) School Internship
(D) Foundation Courses

153. A teacher-educator organizes a debate on 'The role of education in social change' for student-teachers. This activity is primarily a part of which component of the curriculum?
(A) Internship
(B) Pedagogy of a school subject
(C) Foundation Course
(D) Skill enhancement

154. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Experiential learning is a powerful transactional approach in teacher education.
Reason (R): It bridges the gap between theory and practice by immersing student-teachers in authentic situations, followed by reflection.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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155. What is the most accurate statement regarding the vision for teacher education curriculum?
(A) It promotes a teacher-centric, authoritarian

174. Match List I with List II regarding transactional approaches.
List I:(Transactional Approach)
P. Expository
Q. Collaborative
R. Experiential
S. Inquiry-based
List II:(Key Activity)
1. Student-teachers conducting a small-scale action research project
2. Student-teachers working in a group to design a lesson plan
3. A lecture on Piaget's theory of cognitive development
4. A 4-week internship in a real school
(A) P-3, Q-2, R-4, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-4, Q-3, R-1, S-2
(D) P-3, Q-4, R-2, S-1

175. The vision for teacher education curriculum at different levels (elementary, secondary) varies primarily based on the:
(A) Developmental stage and learning needs of the students to be taught.
(B) Financial status of the teachers.
(C) Geographical location of the schools.
(D) The personal preferences of the teacher-educator.

176. Which of the following is the best example of 'Reflective Teaching'?
(A) A teacher delivering a lecture from a script without any change for 10 years.
(B) After a lesson fails, a teacher analyzes the cause and redesigns the activity.
(C) A teacher scolding a student for asking a difficult question.
(D) A teacher focusing only on completing the syllabus regardless of student understanding.

177. The 'Inquiry Oriented' model of teacher education aims to develop teachers who are:
(A) Passive recipients of knowledge.
(B) Autonomous professionals who can think critically and solve problems.
(C) Technicians who can only follow instructions.
(D) Primarily good at administrative tasks.

178. Consider the following statements.
Statement I: Deng and Luke's perspective on the knowledge base for teaching emphasizes a complex interplay of different types of knowledge.
Statement II: Schulman's framework completely ignores the importance of subject matter knowledge.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

179. A teacher education model that specifies a list of skills and assesses student-teachers on their demonstrated ability to perform these skills is the:
(A) Reflective Model
(B) Philosophical Model
(C) Competency-based Model
(D) Inquiry Oriented Model

180. The primary purpose of a 'preliminary consideration' of budget and resources when planning an in-service program is to:
(A) Make the program as expensive as possible to signal its importance.
(B) Fulfill a bureaucratic requirement without any practical implication.
(C) Determine the content of the training program.
(D) Ensure the program is feasible and can be executed effectively within the available means.

181. A key function of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was to provide financial and systemic support for:
(A) The regulation of universities.
(B) Research in theoretical physics.
(C) In-service training of school teachers to improve quality.
(D) The construction of administrative buildings for education ministries.

182. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The organization of in-service teacher education can take multiple modes,

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(A) The menu for the lunch break.
(B) The color of the certificates.
(C) The brand of the projector to be used.
(D) The clarity of the program's purpose and objectives.

165. The role of the University Grants Commission (UGC) in in-service teacher education is most prominent in:
(A) The training of primary school teachers.
(B) The day-to-day supervision of DIETs.
(C) Professional development of university faculty through refresher courses.
(D) Implementing the Sarva Shiksha Abhiyan at the grassroots level.

166. A teacher's deep-seated belief that "all students can learn" is an example of which type of factor influencing their professional practice?
(A) A contextual factor
(B) A personal factor
(C) An institutional constraint
(D) A policy mandate

167. Which of the following is NOT a characteristic of a 'profession' like teaching?
(A) An extended period of training.
(B) A body of specialized knowledge.
(C) An absence of any ethical code of conduct.
(D) A service orientation towards clients (students).

168. Arrange the following developments in a teacher's professional life in chronological order.
1. Becoming a mentor teacher for novices.
2. Completing a B.Ed. degree.
3. Attending an in-service workshop on ICT skills after five years of teaching.
4. Undergoing an induction program in the first year of service.

(A) 2, 4, 3, 1
(B) 1, 2, 3, 4
(C) 2, 3, 4, 1
(D) 4, 2, 1, 3

169. 'Quality enhancement for professionalization of teacher education' primarily means:
(A) Making it harder for people to become teachers.
(B) Focusing only on research and ignoring teaching practice.
(C) Systematically improving teacher training to raise standards and status.
(D) Privatizing all teacher education institutions.

170. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): A lack of professional ethics can seriously harm the student-teacher relationship and the learning environment.
Reason (R): Actions like partiality, breach of confidentiality, and lack of commitment erode trust and create an atmosphere of fear and injustice, which is detrimental to learning.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

171. The "scope" of teacher education is best described as:
(A) Limited to the duration of the pre-service training period.
(B) Focused only on teaching methods, excluding content.
(C) Pertaining only to teachers in private schools.
(D) A lifelong continuum, from initial training to retirement.

172. A curriculum for secondary teacher education that lacks adequate provision for teaching practice in actual schools would be violating the principle of:
(A) Focusing on foundation courses.
(B) Integrating theory and practice.
(C) Adhering to expository methods.
(D) Prioritizing collaborative learning.

173. Which of the following is a correct statement?
(A) Experiential learning is a passive process of receiving information.
(B) Collaborative learning involves student-teachers working in isolation.
(C) Expository learning positions the teacher-educator as the primary authority and knowledge source.
(D) Transactional approaches refer to the financial aspects of teacher education.

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(C) I, II and III
(D) I and IV only

191. A key difference between 'expository' and 'experiential' learning in teacher education is that the former is _____ while the latter is _____.
(A) teacher-centered; learner-centered
(B) active; passive
(C) based on doing; based on listening
(D) reflective; transmissive

192. Which of the following is NOT a model of teacher education?
(A) Behaviouristic
(B) Commercial-based
(C) Competency-based
(D) Inquiry Oriented

193. Which of the following is a key element of the Inquiry-Oriented Teacher Education Model?
(A) Emphasis on rote learning of facts.
(B) Action research and problem-solving.
(C) The teacher as a passive technician.
(D) A fixed, unchangeable curriculum.

194. A teacher who thinks, "My lesson on fractions didn't go well today. Tomorrow, I will try using physical manipulatives to explain the concept," is engaging in:
(A) Reflective teaching
(B) Behaviouristic conditioning
(C) Expository teaching
(D) Rote instruction

195. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Competency-Based Teacher Education (CBTE) model allows for individualized rates of learning.
Reason (R): Trainees can progress to the next module as soon as they demonstrate mastery of the current one, irrespective of the time taken by others.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

196. Consider the following as part of the scope of in-service teacher education.
I. A two-day workshop on new evaluation techniques.
II. A year-long mentoring program for new teachers.
III. An online certification course on special education for practicing teachers.
IV. A seminar on the National Education Policy.
V. A regular B.Ed. course for a student who has just finished graduation.
Which of the above statement(s) is/are correct?
(A) I, II, III, and V only
(B) I, II, III, and IV only
(C) I, III, IV, and V only
(D) II, III, and V only

197. The choice between a short-duration, intensive workshop and a long-duration, spread-out course as a mode of in-service education would primarily depend on:
(A) The number of holidays in the academic calendar.
(B) The preference of the catering service.
(C) The complexity of the skills to be learned and the objectives of the program.
(D) The availability of a single master trainer.

198. Match List I with List II regarding functions in teacher education.
List I:(Agency)
P. NCTE
Q. NCERT
R. SCERT
S. UGC
List II:(Primary Function)
1. Curriculum development and training at the national level.
2. Regulation and maintenance of standards in teacher education institutions.
3. Funding and standard maintenance in higher education.
4. Academic support and training at the state level.
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-4, S-1

199. A teacher's intrinsic desire to learn and grow as a professional is a _____ factor, while the

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such as face-to-face, distance, online, or a blended approach.
Reason (R): The choice of mode depends on factors like the program's objectives, the target audience's geographical spread, cost, and the need for hands-on practice versus information dissemination.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

183. Which statement accurately describes the relationship between personal and contextual factors in teacher development?
(A) Only personal factors matter; the school context is irrelevant.
(B) Only contextual factors matter; the teacher's own motivation is irrelevant.
(C) Personal and contextual factors are completely independent and do not influence each other.
(D) Teacher development is a result of the dynamic interaction between personal attributes and contextual conditions.

184. The establishment of a formal 'Code of Professional Ethics' for teachers serves to:
(A) Provide a guiding framework for responsible and moral conduct in the profession.
(B) Limit the professional freedom and instructional autonomy of classroom teachers.
(C) Create a strictly administrative basis for legal action against all active teachers.
(D) Ensure that all practicing teachers behave in an identical and robotic manner.

185. An 'innovation in teacher education' could be best described as:
(A) A return to the most traditional and oldest methods of teaching.
(B) Any change, regardless of whether it leads to improvement.
(C) A creative approach introduced to improve teacher training processes.
(D) A policy that increases the administrative burden on teacher educators.

186. Which of the following is a clear violation of professional ethics?
(A) A teacher discusses a student's poor performance and personal problems with other students in the class.
(B) A teacher uses different methods to explain a concept to different students.
(C) A teacher attends a workshop to improve their teaching skills.
(D) A teacher maintains a record of student attendance and grades.

187. The term 'professionalism' in teaching implies all of the following EXCEPT:
(A) A commitment to lifelong learning.
(B) Adherence to ethical standards.
(C) A focus on student welfare.
(D) A rigid and unchanging approach to pedagogy.

188. Which of the following is the most appropriate reason for integrating ICT in teacher education programs?
(A) To make the program look modern and fashionable.
(B) To prepare teachers to use technology as a pedagogical tool for learning.
(C) Because all other professions are using ICT.
(D) To reduce the importance of face-to-face interaction in teaching.

189. A pre-service teacher education program is an example of which type of teacher education?
(A) In-service
(B) Continuous
(C) Initial
(D) Refresher

190. Consider the following statements about the structure of teacher education curriculum.
I. It typically includes theory, practice, and internship.
II. Foundation courses provide a broad perspective on education.
III. Pedagogy courses focus on the 'how-to' of teaching specific subjects.
IV. The internship component is considered optional and unimportant.
Which of the above statement(s) is/are correct?
(A) I, II, and IV
(B) II, III, and IV

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208. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): In-service teacher education is essential for maintaining the quality of the education system.
Reason (R): Pre-service training alone cannot equip teachers for all future challenges, including curriculum changes, new technologies, and evolving student needs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

209. In planning an in-service program, the consideration of 'duration' is most critically linked to:
(A) The number of holidays available.
(B) The depth and complexity of the content and skills to be covered.
(C) The budget available for snacks.
(D) The personal schedule of the chief guest.

210. Which of the following is an incorrect pair?
(A) NCTE - Body for funding universities
(B) NCERT - National Level Apex Resource Organization for School Education
(C) SCERT - State Level counterpart of NCERT
(D) UGC - Body for coordination and standards in higher education

211. Which of the following factors is 'contextual' and can significantly affect teacher development?
(A) The teacher's own level of motivation.
(B) The teacher's subject matter knowledge.
(C) The culture of collaboration and professional learning within the school.
(D) The teacher's personal learning style.

212. Arrange the emergence of the following ideas in teacher education in chronological order.
1. Focus on observable teaching skills.
2. Emphasis on the teacher as a reflective practitioner.
3. Development of teacher as an inquirer/ researcher.
(A) 1, 2, 3
(B) 2, 1, 3
(C) 1, 3, 2
(D) 3, 2, 1

213. The use of flipped classrooms, blended learning, and MOOCs in teacher education represents:
(A) A decline in standards.
(B) A contextual barrier.
(C) An innovation through ICT integration.
(D) A focus on personal factors only.

214. The transactional approach where learners are largely passive recipients of information from an expert is:
(A) Collaborative learning
(B) Expository learning
(C) Experiential learning
(D) Inquiry learning

215. Consider the following statements about teacher education models.
I. The Behaviouristic model aims to shape teacher behaviour through reinforcement.
II. The Competency-based model focuses on the mastery of discrete, measurable skills.
III. The Inquiry-oriented model seeks to develop teachers as critical thinkers and problem solvers.
IV. These models are always used in isolation and can never be blended in a curriculum.
Which of the above statement(s) is/are correct?
(A) I and II only
(B) I, II, and III only
(C) II and IV only
(D) I, III and IV only

216. Which of the following is a key strategy to promote reflective teaching?
(A) Action Research
(B) Rote Memorization
(C) Didactic Lecturing
(D) Summative Assessment only

217. Match List I with List II regarding categories of knowledge.
List I:(Knowledge Type)
P. Content Knowledge
Q. Pedagogical Content Knowledge (PCK)
R. Curriculum Knowledge
S. Knowledge of Learners
List II:(Example)
1. Understanding the developmental

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school's policy of rewarding innovative teaching is a _____ factor affecting development.
(A) contextual; personal
(B) negative; positive
(C) ethical; professional
(D) personal; contextual

200. Which of the following is the best example of "Quality Enhancement for Professionalization of Teacher Education"?
(A) Revising curriculum based on research and strengthening the internship component.
(B) Reducing the duration of the B.Ed. program to one year.
(C) Granting affiliation to new teacher education colleges without checking their infrastructure or faculty.
(D) Focusing only on theoretical exams and removing all practical work.

201. Which statement best captures the meaning of "Teaching as a Profession"?
(A) It is simply a job to earn a livelihood.
(B) It is a temporary role that anyone can perform without training.
(C) It is an occupation requiring specialized knowledge and adherence to ethics.
(D) It is an activity that does not require any accountability.

202. The organization of components in pre-service teacher education is crucial. Which of the following represents a flaw in organization?
(A) Having the school internship as the very first activity, before any theoretical input.
(B) Placing foundation courses before pedagogy courses.
(C) Scheduling the school internship after students have studied some theory and pedagogy.
(D) Integrating reflection sessions throughout the internship period.

203. Consider the following statements.
Statement I: NCERT is a statutory body that regulates the standards of teacher education colleges.
Statement II: NCTE is the apex national body for research, development, and training in school education.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

204. The primary goal of a "foundation course" in a B.Ed. program is to:
(A) Provide student-teachers with a deep understanding of one school subject.
(B) Help student-teachers understand philosophical and sociological underpinnings.
(C) Equip student-teachers with practical skills for using a blackboard.
(D) Prepare student-teachers for administrative roles like a principal.

205. Which of the following scenarios best illustrates the application of 'Pedagogical Content Knowledge' (PCK)?
(A) A history teacher knowing the dates of World War II.
(B) A history teacher knowing the name of the school principal.
(C) A history teacher using a timeline and role-play to explain causes to students.
(D) A history teacher knowing how to operate the school's photocopier.

206. The key difference between the 'Competency-based' and 'Inquiry-Oriented' models of teacher education is:
(A) Competency-based is for primary teachers, while Inquiry-Oriented is for secondary teachers.
(B) Competency-based uses action research, while Inquiry-Oriented uses drills and practice.
(C) There is no difference; the terms are interchangeable.
(D) Competency-based focuses on skills, while Inquiry-Oriented focuses on inquiry.

207. A teacher who regularly records their lessons on video and analyzes them with a mentor to identify areas of improvement is using a strategy for:
(A) Promoting reflective teaching
(B) Behaviouristic modification
(C) Expository instruction
(D) Avoiding accountability

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model of teaching.
(B) It discourages the use of any technology in the classroom.
(C) It focuses exclusively on the needs of urban elite schools.
(D) It aims to develop humane, reflective, and professionally competent teachers.

156. The Competency-Based Teacher Education (CBTE) model is LEAST focused on which of the following?
(A) Demonstrable performance
(B) The teacher's personal philosophy and unobservable thought processes
(C) Specific learning outcomes
(D) Criterion-referenced assessment

157. Which of the following is a key strategy for promoting reflective teaching?
(A) Avoiding any discussion with colleagues about teaching.
(B) Strictly following a supervisor's instructions without question.
(C) Engaging in action research to improve one's own teaching practice.
(D) Teaching the same lesson in the exact same way for twenty years.

158. Consider the following statements about models of teacher education.
I. The Behaviouristic model is rooted in the work of psychologists like Skinner.
II. The Inquiry-Oriented model views teachers as problem-solvers.
III. The Competency-based model focuses on broad philosophical ideas rather than specific skills.
IV. Reflective practice is a central theme in modern, progressive teacher education models.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

159. Habermas's theory of knowledge interests suggests that an education focused on understanding others and interpreting cultural texts is driven by:
(A) A practical interest
(B) A technical interest
(C) An emancipatory interest
(D) An instrumental interest

160. Schulman's framework of teacher knowledge is significant because it:
(A) Proved that subject matter knowledge is the only thing a teacher needs.
(B) Articulated the unique kind of knowledge needed for teaching.
(C) Is a model for school administration, not teaching.
(D) Was developed by Deng and Luke.

161. An in-service program designed to help teachers adapt to a newly mandated national curriculum framework serves which primary 'purpose'?
(A) Personal enrichment
(B) System-wide change implementation
(C) Remediation for poor-performing teachers only
(D) A formality for record-keeping

162. A state government decides to train all its secondary school English teachers in a new communicative language teaching methodology. The agency at the state level that would typically be responsible for designing and implementing this large-scale training is:
(A) SCERT
(B) NCERT
(C) UGC
(D) NCTE

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163. Consider the following modes of teacher education.
I. Workshops and seminars
II. Mentoring by a senior teacher
III. Self-study of professional literature
IV. Enrolling in an online course
V. The initial B.Ed. degree program
Which of the above are considered modes of in-service teacher education?
(A) I, II, III, and IV only
(B) I, II, and V only
(C) III, IV, and V only
(D) All of the above

164. What is the most crucial preliminary consideration when planning any in-service teacher education program?

characteristics of adolescents.
2. Knowing the best analogy to teach the concept of 'democracy' to 6th graders.
3. Mastery of the key events of the French Revolution.
4. Awareness of the prescribed textbook and other available materials for teaching history.

(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-3, Q-4, R-2, S-1
(D) P-1, Q-3, R-4, S-2

218. The main 'need' for in-service teacher education arises from:
(A) The constant evolution of knowledge, pedagogy, and societal demands.
(B) The need to keep teachers busy during vacations.
(C) The fact that pre-service education is perfect and complete.
(D) A government mandate to spend allocated funds.

219. The 'cascade' model of in-service teacher education is often criticized for:
(A) Being too expensive.
(B) Training too few teachers.
(C) Being too interactive and hands-on.
(D) Dilution of information and quality as it moves down the levels.

220. A teacher's strong personal belief in inquiry-based learning is a _____ factor, while the school's insistence on a rigid, textbook-driven curriculum is a _____ factor.
(A) contextual; personal
(B) personal; contextual
(C) positive; positive
(D) negative; negative

221. Consider the following statements about professionalism in teaching.
I. It involves a commitment to ethical practice.
II. It includes a responsibility for continuous professional growth.
III. It implies a high degree of professional autonomy.
IV. It is solely about dressing formally.
V. It prioritizes student welfare and learning.
Which of the above statement(s) is/are correct?
(A) I, II, III, and IV only
(B) I, II, III, and V only
(C) II, IV and V only
(D) I, III and V only

222. Which of the following best exemplifies an 'innovation' in teacher education?
(A) Using a 50-year-old curriculum without any changes.
(B) Relying exclusively on lectures for all courses.
(C) Increasing the number of theory exams.
(D) Introducing virtual reality (VR) simulations for practicing classroom management.

223. The most fundamental principle of professional ethics for a teacher is:
(A) Commitment to the well-being, dignity, and learning of every student.
(B) Allegiance to the school management above all else.
(C) Ensuring that one's own child gets the highest marks in the class.
(D) Maintaining good relationships with influential parents.

224. Which transactional approach in teacher education is based on John Dewey's philosophy of 'learning by doing'?
(A) Expository learning
(B) Experiential learning
(C) Didactic teaching
(D) Rote memorization

225. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The curriculum of teacher education must be visionary.
Reason (R): It must not only equip teachers for the present-day classroom but also prepare them to adapt to future societal, technological, and pedagogical changes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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behaviour control. It focuses on observable and measurable teaching skills, or behaviours, that are believed to lead to student learning. Teacher training in this model involves breaking down teaching into discrete skills, demonstrating these skills, and providing opportunities for student teachers to practice them until mastery is achieved, often through techniques like micro-teaching. The Competency-based Teacher Education (CBTE) model is an evolution of the behaviouristic approach. It also focuses on performance, but its scope is broader, defining 'competencies' that integrate knowledge, skills, and attitudes. The emphasis is on the demonstrated ability to perform specific teaching tasks to a pre-defined standard of proficiency. Learning is often self-paced, and assessment is criterion-referenced. In contrast, the Inquiry Oriented model views the teacher not as a technician but as a reflective practitioner and a problem-solver. This model encourages student teachers to be inquisitive, to question existing practices, and to conduct their own investigations into teaching and learning. The curriculum is problem-based, and the goal is to develop teachers who can adapt, innovate, and make informed decisions in complex classroom environments.

Based on the above source, attempt the following five questions.

281. Which model of teacher education is described as viewing the teacher as a reflective practitioner and problem-solver?
(A) The Inquiry Oriented model
(B) The Behaviouristic model
(C) The Competency-based model
(D) The Micro-teaching model

282. The practice of breaking down teaching into discrete skills, demonstrating them, and having student teachers practice them until mastery is achieved is a hallmark of which model?
(A) Inquiry Oriented
(B) Behaviouristic
(C) Problem-based
(D) Reflective

283. What is a key difference between the Behaviouristic and Competency-based (CBTE) models as presented in the passage?
(A) The Behaviouristic model is learner-centered, whereas CBTE is teacher-centered.
(B) CBTE is broader, integrating knowledge, skills, and attitudes into 'competencies'.
(C) The Behaviouristic model is problem-based, while CBTE is skill-based.
(D) CBTE rejects the idea of performance demonstration, unlike the Behaviouristic model.

284. A teacher education program that is self-paced and assesses students based on their demonstrated ability to perform tasks against a pre-set standard aligns with which model?
(A) Competency-based Teacher Education
(B) Inquiry Oriented Teacher Education
(C) Behaviouristic Teacher Education
(D) Reflective Teacher Education

285. What can be inferred about the primary goal of the Inquiry Oriented model?
(A) To ensure all teachers perform the exact same set of observable behaviours.
(B) To train teachers who can rigidly follow a prescribed curriculum.
(C) To develop teachers who can adapt and make informed decisions in complex situations.
(D) To focus exclusively on the transmission of subject matter knowledge.

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Direction : Please read the following source carefully.

In-service teacher education is a vital component of a teacher's continuous professional development, designed for educators who are already employed in the teaching profession. The fundamental concept behind it is that initial pre-service training, while essential, is insufficient to prepare a teacher for a lifelong career in a constantly evolving educational landscape. The need for in-service education arises from multiple factors, including rapid advancements in subject knowledge, the emergence of new pedagogical technologies and strategies, changing societal needs, and evolving curriculum frameworks. Its primary purpose is to update and upgrade teachers' knowledge, skills, and professional competence, thereby enhancing classroom instruction and student learning outcomes. The scope of in-service education is broad, ranging from short-term workshops and seminars to long-term degree courses. The organization and modes

238. Quality enhancement in teacher education is crucial for its 'professionalization' because:
(A) It helps in reducing the cost of teacher education.
(B) It makes the curriculum easier for student-teachers.
(C) It reduces the need for in-service training.
(D) Better programs produce competent teachers, raising the status of the profession.

239. The vision for teacher education curriculum at the Elementary level emphasizes a deep understanding of:
(A) Child psychology, pedagogy for young learners, and foundational concepts.
(B) Abstract philosophical concepts.
(C) Advanced subject matter for university courses.
(D) International relations and global politics.

240. Consider the following statements about transactional approaches.
I. Expository approach is highly learner-centric and interactive.
II. Collaborative approach fosters teamwork and social construction of knowledge.
III. Experiential approach connects theory with practice through real or simulated experiences.
IV. A balanced teacher education program would ideally use a mix of these approaches.
Which of the above statement(s) is/are correct?
(A) I, II, and III only
(B) II, III, and IV only
(C) I, III, and IV only
(D) I, II, and IV only

241. Schulman introduced the concept of Pedagogical Content Knowledge (PCK) to emphasize that effective teachers need more than just:
(A) Good communication skills.
(B) Mastery of their subject content.
(C) A caring attitude.
(D) Classroom management techniques.

242. Match List I with List II regarding teacher education models.
List I:(Model)
P. Behaviouristic
Q. Competency-based
R. Inquiry Oriented
S. Reflective Practice
List II:(Core Metaphor)
1. The Problem Solver
2. The Skilled Technician
3. The Conditioned Performer
4. The Thoughtful Practitioner
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-2, R-1, S-4
(C) P-2, Q-3, R-4, S-1
(D) P-4, Q-1, R-2, S-3

243. The primary reason for including preliminary considerations of 'purpose, duration, resources, and budget' in planning INSET is to:
(A) Make the planning process more complicated.
(B) Ensure the program is relevant, feasible, and effective.
(C) Discourage the organization of INSET programs.
(D) Fulfill a mandatory administrative requirement.

244. The main role of SCERTs in the context of in-service teacher education is to:
(A) Regulate teacher education colleges across India.
(B) Fund research in universities.
(C) Directly manage all schools in the district.
(D) Provide state-level academic leadership and organize large-scale training.

245. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Teacher development is a complex process influenced by both personal and contextual factors.
Reason (R): A highly motivated teacher may still struggle to grow professionally in a school with a toxic work culture and no resources.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

246. An 'innovation' like establishing a 'Professional Learning Community' (PLC) within a school directly impacts:

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content knowledge.
(B) The teacher has less need for deep content knowledge.
(C) The subject matter expert has better general pedagogical knowledge.
(D) The teacher possesses a unique blend of content and pedagogy (PCK).

Direction : Please read the following source carefully.

Expanding on the intellectual foundations of teacher education, the perspectives of Deng and Luke, as well as Habermas, offer critical viewpoints on the knowledge base required for teaching. Deng and Luke critique an overemphasis on generic pedagogical skills and advocate for a renewed focus on the 'what' of teaching—the content. They argue for a strong disciplinary knowledge base, suggesting that how a subject is taught is inextricably linked to the nature and structure of the subject itself. Their view pushes for a re-centring of curriculum and subject matter as central to teacher expertise. In a different vein, Jürgen Habermas contributes through his theory of knowledge-constitutive interests. He identifies three primary interests that guide human inquiry and knowledge generation: the technical, the practical, and the emancipatory. When applied to teacher education, the 'technical interest' relates to the instrumental control and management of learning, focusing on 'how-to' skills. The 'practical interest' involves understanding educational situations and making interpretive judgments. The 'emancipatory interest' is the most critical, aiming at empowering individuals to reflect on and critique social and educational ideologies that limit freedom and justice. A teacher education program influenced by Habermas would thus strive to produce critically reflective practitioners who not only master technical skills but also question and seek to transform inequitable educational structures.

Based on the above source, attempt the following five questions.

271. What is the primary focus of Deng and Luke's critique of some teacher education models?
(A) They overemphasize the emancipatory role of teachers.
(B) They focus too much on the theories of Habermas.
(C) They neglect the importance of a strong disciplinary knowledge base.
(D) They do not provide enough training in classroom management.

272. According to Habermas's theory as applied to teacher education, which interest is associated with the instrumental control and management of learning?
(A) The practical interest
(B) The technical interest
(C) The emancipatory interest
(D) The disciplinary interest

273. A teacher who questions the fairness of a standardized testing policy and its impact on students from diverse socioeconomic backgrounds is operating primarily from which of Habermas's knowledge-constitutive interests?
(A) Technical
(B) Practical
(C) Pedagogical
(D) Emancipatory

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274. How does the perspective of Deng and Luke differ from Habermas's as described in the passage?
(A) Deng and Luke focus on disciplinary content, while Habermas's framework analyzes the underlying interests guiding knowledge.
(B) Deng and Luke prioritize technical skills, while Habermas prioritizes practical understanding.
(C) Deng and Luke are concerned with social justice, while Habermas is concerned with subject matter.
(D) Deng and Luke reject the idea of pedagogical skills, while Habermas makes it central to his theory.

275. What can be inferred about a teacher education program that exclusively focuses on teaching 'how-to' skills for classroom management and lesson delivery?
(A) It is primarily guided by Habermas's emancipatory interest.
(B) It aligns with the views of Deng and Luke on disciplinary knowledge.
(C) It operates mainly within the domain of

(C) It is a short-term training program focused solely on teaching skills.
(D) It is a terminal process completed before entering the teaching profession.

253. Based on the passage, the scope of teacher education includes which of the following combinations?
(A) Only teaching skills and classroom management techniques.
(B) Primarily administrative duties and policy implementation.
(C) Pedagogical theory, teaching skills, and professional ethics.
(D) Only pre-service training for prospective teachers.

254. What can be inferred about the role of teacher education in an educational system from the passage?
(A) It is a supplementary activity with minimal impact on educational quality.
(B) It is primarily concerned with the certification of new teachers.
(C) It is a mechanism for enforcing uniform teaching methods across schools.
(D) It is fundamental for sustaining and improving the quality of education.

255. The passage suggests that teacher education is a "lifelong journey." What does this imply?
(A) Teachers must be enrolled in a formal program at all times.
(B) The initial pre-service training is insufficient for a full career.
(C) Professional development is a continuous requirement, not a one-time event.
(D) Teachers are expected to change their profession multiple times.

Direction : Please read the following source carefully.

The structure of the teacher education curriculum in India, as envisioned in key curriculum documents from the National Council of Educational Research and Training (NCERT) and the National Council for Teacher Education (NCTE), is designed to be comprehensive and holistic. It is typically organized into distinct but interrelated components. These include foundation courses, which provide the theoretical underpinning of education drawing from philosophy, psychology, and sociology; pedagogy or curriculum and instruction courses, which focus on subject-specific teaching methodologies; and a significant school internship component, which allows for practical, hands-on experience in a real classroom setting. The overarching vision of this structure is to prepare teachers who are not merely technicians but reflective practitioners and humane professionals. This vision is adapted for different educational stages. At the elementary level, the curriculum emphasizes child psychology, developmental stages, and inclusive pedagogy. At the secondary and higher secondary levels, while foundational principles remain, there is a greater focus on advanced subject-matter knowledge and specialized pedagogical strategies appropriate for adolescent learners. The goal is to foster a deep understanding of the learning process and to equip teachers with the versatility to address the diverse needs of students across various levels of schooling, thereby transforming the educational landscape.

Based on the above source, attempt the following five questions.

256. According to the curriculum vision of NCERT and NCTE described in the passage, what is the desired identity of a teacher?
(A) A subject-matter expert focused solely on content delivery.
(B) A reflective practitioner who is also a humane professional.
(C) A technician skilled in executing prescribed teaching plans.
(D) An administrator focused on school management and policy.

257. Which component of the teacher education curriculum is specifically designed to provide practical, hands-on experience?
(A) Foundation courses
(B) Pedagogy courses
(C) Curriculum and instruction courses
(D) School internship

258. How does the teacher education curriculum structure differ between the elementary and secondary levels, according to the passage?
(A) The elementary level curriculum focuses more on child psychology and development.

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(A) The personal ethics of individual teachers only.
(B) Professionalization by fostering collaboration and collective inquiry.
(C) The budget of the education ministry.
(D) The use of ICT in administration.

247. The most critical component of the pre-service teacher education curriculum for bridging the gap between theory and practice is the:
(A) Foundation course on philosophy.
(B) Final theory examination.
(C) Course on educational technology.
(D) School internship/practicum.

248. The model of teacher education that is most likely to produce teachers who are agents of social change and who critically examine the curriculum for hidden biases is the one influenced by:
(A) Habermas's emancipatory interest.
(B) A purely behaviouristic approach.
(C) A technical-rationality model.
(D) Deng and Luke's early work.

249. Which of the following is an INCORRECT statement regarding in-service teacher education (INSET)?
(A) INSET is necessary to keep teachers updated with new knowledge.
(B) The modes of INSET can include both face-to-face and online methods.
(C) INSET is designed only for teachers who have failed their pre-service education.
(D) NCERT and SCERT are key agencies involved in INSET.

250. The ultimate goal of integrating ICT into teacher education and enhancing quality for professionalization is to:
(A) Improve the quality of student learning experiences and outcomes in schools.
(B) Improve teacher salaries.
(C) Make teacher education programs more popular.
(D) Reduce the working hours of teachers.

Direction : Please read the following source carefully.

Teacher education is a comprehensive and dynamic field concerned with the policies, procedures, and provisions designed to equip prospective and practicing teachers with the knowledge, skills, and attitudes required to perform their roles effectively in schools and classrooms. Its nature is multifaceted, being both a continuous and an evolving process that spans the entire professional life of a teacher. The scope of teacher education is extensive, encompassing teaching skills, pedagogical theory, and professional ethics. It is structured to cater to different stages of the educational ladder, from pre-primary to higher education. The primary categorization of teacher education programs is based on the stage at which they are offered: pre-service and in-service education. Pre-service teacher education refers to the initial training provided to student teachers before they enter the teaching profession, typically leading to a formal certification or degree. Conversely, in-service teacher education involves the continuous professional development and training of teachers who are already employed in the educational system. This dual structure underscores the understanding that teacher development is not a terminal process but a lifelong journey of learning and adaptation to new educational challenges and pedagogical innovations, making it a crucial component for maintaining and enhancing the quality of any education system.

Based on the above source, attempt the following five questions.

251. According to the passage, what is the primary distinction between pre-service and in-service teacher education programs?
(A) The level of education they cater to, such as primary or secondary.
(B) The employment status of the participating individuals.
(C) The duration and intensity of the training provided.
(D) The pedagogical theories emphasized within the curriculum.

252. Which of the following statements best describes the 'nature' of teacher education as presented in the text?
(A) It is an ongoing and adaptive process throughout a teacher's career.
(B) It is a static set of procedures defined by government policies.

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(B) To reduce the workload on the teacher educators.
(C) To exclusively focus on learner-centered methods.
(D) To ensure a balanced development of different professional competencies.

265. If the objective of a foundation course module is to introduce a large volume of historical-philosophical theories of education in a limited time, which transactional approach would be most efficient?
(A) Expository
(B) Experiential
(C) Collaborative
(D) Simulation-based

Direction : Please read the following source carefully.

Understanding the knowledge base of teacher education is crucial for designing effective training programs. Lee Shulman provided a seminal framework by arguing against the simplistic view that teaching only requires subject matter knowledge. He proposed a more complex knowledge base, identifying several key categories of teacher knowledge. The most celebrated of these is Pedagogical Content Knowledge (PCK), which he described as the unique blend of content and pedagogy that distinguishes the understanding of a teacher from that of a subject matter expert. PCK involves knowing how to represent and formulate the subject in ways that are comprehensible to others, including an awareness of common student misconceptions and difficulties. Beyond PCK, Shulman also identified other vital areas: Content Knowledge (the understanding of the subject matter itself), General Pedagogical Knowledge (broad principles of classroom management and instruction), Curriculum Knowledge (understanding the materials and programs used for teaching), Knowledge of Learners and their Characteristics, Knowledge of Educational Contexts (from classroom dynamics to district policies), and Knowledge of Educational Ends, Purposes, and Values. This comprehensive viewpoint emphasizes that effective teaching is a highly intellectual and complex activity, requiring a multifaceted and well-integrated knowledge base far beyond just mastering a specific academic discipline.

Based on the above source, attempt the following five questions.

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266. What is the central argument of Shulman's framework for the knowledge base of teacher education?
(A) Subject matter knowledge is the single most important component for a teacher.
(B) Effective teaching requires a complex and multifaceted knowledge base.
(C) General pedagogical knowledge is more critical than content knowledge.
(D) Curriculum knowledge is an outdated concept in modern education.

267. According to Shulman's perspective in the passage, what defines Pedagogical Content Knowledge (PCK)?
(A) The teacher's deep understanding of the academic subject matter alone.
(B) The specialized knowledge for making subject matter comprehensible to learners.
(C) General principles of classroom management applicable to any subject.
(D) The ability to select appropriate curriculum materials from a list.

268. A history teacher knows that students often confuse the causes of World War I with those of World War II. According to Shulman's categories, this awareness is a direct component of which type of knowledge?
(A) Pedagogical Content Knowledge (PCK)
(B) Content Knowledge
(C) Curriculum Knowledge
(D) Knowledge of Educational Contexts

269. Which of the following is NOT listed in the passage as a category of teacher knowledge proposed by Shulman?
(A) Knowledge of Learners and their Characteristics
(B) Knowledge of Educational Contexts
(C) Knowledge of Professional Ethical Codes
(D) Knowledge of Educational Ends, Purposes, and Values

270. What can be inferred from the passage about the difference between a teacher and a subject matter expert, based on Shulman's view?
(A) The subject matter expert possesses superior

(B) The secondary level curriculum completely omits foundation courses.
(C) The elementary level curriculum has no school internship component.
(D) The secondary level curriculum focuses exclusively on general pedagogy, not subject-specific methods.

259. What is the primary purpose of 'foundation courses' in the teacher education curriculum?
(A) To offer practical training in using teaching aids.
(B) To focus on subject-specific teaching methods.
(C) To provide the theoretical base for understanding education.
(D) To manage the logistics of the school internship program.

260. What can be inferred as the ultimate goal of the curriculum structure envisioned by NCERT and NCTE?
(A) To equip teachers with the ability to adapt to diverse student needs.
(B) To standardize teaching practices across all schools in the country.
(C) To prioritize theoretical knowledge over practical teaching skills.
(D) To reduce the duration of teacher training programs.

Direction : Please read the following source carefully.

In the organization of components within pre-service teacher education, the transactional approaches for foundation courses are critical in shaping the future teacher's professional identity. Three prominent approaches are the expository, collaborative, and experiential learning models. The Expository approach is fundamentally teacher-centered, where knowledge is transmitted from the expert (teacher educator) to the novice (student teacher) primarily through lectures, demonstrations, and direct instruction. It is efficient for covering large amounts of theoretical content. In contrast, the Collaborative approach is learner-centered, promoting interaction and co-construction of knowledge among student teachers. This method utilizes group discussions, peer tutoring, and cooperative projects, fostering social skills and diverse perspectives. The third model, Experiential learning, is process-oriented and places the learner at the center of a direct experience. It is based on a cycle of action, reflection, conceptualization, and application. Techniques like case studies, simulations, role-playing, and field-based observations are central to this approach, bridging the gap between theory and practice. An effective pre-service teacher education program often integrates these three transactional approaches, selecting the most appropriate one based on the specific learning objectives of the foundation course, thereby ensuring a balanced development of theoretical knowledge, collaborative spirit, and practical wisdom.

Based on the above source, attempt the following five questions.

261. Which transactional approach is described as being the most teacher-centered?
(A) Experiential learning
(B) Collaborative approach
(C) Process-oriented model
(D) Expository approach

262. A teacher educator organizes a session where student teachers work in small groups to analyze a classroom problem and present a joint solution. This activity is a prime example of which approach?
(A) Experiential learning
(B) Collaborative approach
(C) Expository approach
(D) Direct instruction

263. According to the passage, what is the primary benefit of the Experiential learning approach?
(A) It is the most efficient way to deliver theoretical content.
(B) It primarily relies on lectures from an expert.
(C) It helps connect theoretical concepts with practical application.
(D) It fosters co-construction of knowledge through peer interaction.

264. The passage suggests that an effective pre-service program utilizes a combination of transactional approaches. What is the most likely reason for this integration?
(A) To adhere to a mandated, rigid curriculum structure.

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Habermas's technical interest.

(D) It is an ideal model that balances all knowledge-constitutive interests.

Direction : Please read the following source carefully.

Reflective teaching is a process of self-observation and self-evaluation that involves teachers thinking about their own teaching practices, analyzing how something was taught, and considering how the practice might be improved or changed for better learning outcomes. The meaning of reflective teaching extends beyond mere technical problem-solving; it is a critical inquiry into one's professional practice and the underlying beliefs and values that inform it. It encourages teachers to become aware of their implicit theories and to question their assumptions about teaching and learning. To promote reflective teaching, various strategies can be employed within teacher education and professional development. One common strategy is 'journal writing' or maintaining a 'reflective diary', where teachers regularly record their thoughts, feelings, and analyses of classroom events. Another strategy is 'peer observation', which involves teachers observing each other's classes and providing constructive, non-evaluative feedback. 'Action research' is a more structured strategy, where a teacher identifies a problem in their own classroom, develops a plan to address it, implements the plan, and systematically collects and analyzes data to evaluate its effectiveness. 'Portfolio development', which involves collecting and reflecting upon artifacts of one's teaching, also serves as a powerful tool for promoting sustained reflection and professional growth.

Based on the above source, attempt the following five questions.

276. What is the core characteristic of reflective teaching as described in the passage?

(A) The process of self-observation, analysis, and evaluation of one's practice.

(B) Adhering strictly to a prescribed curriculum without deviation.

(C) Focusing solely on technical skills to improve student test scores.

(D) Relying on feedback from administrators rather than self-assessment.

277. A teacher regularly writes in a notebook about her classroom experiences, her successes, her challenges, and her ideas for future lessons. Which strategy for promoting reflective teaching is she using?

(A) Peer observation

(B) Action research

(C) Portfolio development

(D) Journal writing

278. How does 'action research' differ from other strategies like journal writing, according to the passage?

(A) It is a less formal and more spontaneous activity.

(B) It involves a systematic process of problem identification, planning, and data collection.

(C) It is exclusively focused on observing other teachers' practices.

(D) It is based on collecting teaching artifacts without critical analysis.

279. According to the passage, the meaning of reflective teaching goes beyond technical problem-solving. What does this imply?

(A) Reflective teaching is not concerned with some technical problem-solving.

(B) It is only about philosophical contemplation with no practical application.

(C) It involves a critical examination of a teacher's own beliefs and assumptions.

(D) It requires teachers to abandon all traditional teaching methods.

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280. Which of the following strategies involves teachers observing one another's classes to provide feedback?

(A) Action research

(B) Portfolio development

(C) Journal writing

(D) Peer observation

Direction : Please read the following source carefully.

Models of teacher education provide conceptual frameworks that guide the design and implementation of training programs. Three distinct models are the Behaviouristic, Competency-based, and Inquiry Oriented models. The Behaviouristic model is rooted in behaviourist psychology and views teaching as a science of

226. What distinguishes a 'profession' from an 'occupation'?
(A) The requirement for specialized training, a code of ethics, and a service ideal.
(B) The presence of a salary.
(C) The number of people engaged in it.
(D) The level of physical labor involved.

227. In the context of teacher development, which of the following is a 'personal' factor?
(A) The school's timetable.
(B) The availability of a staff room.
(C) A teacher's self-efficacy and resilience.
(D) The national education policy.

228. Consider the following statements.
Statement I: ICT integration in teacher education is primarily about teaching students how to use office software.
Statement II: Effective ICT integration involves training teachers to use technology as a tool to enhance pedagogy and student learning.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

229. The Behaviouristic model of teacher education is most closely aligned with which of Habermas's knowledge interests?
(A) Practical interest
(B) Emancipatory interest
(C) Technical interest
(D) Historical interest

230. A teacher education program that prepares teachers for grades IX and X is known as:
(A) Elementary Teacher Education
(B) Secondary Teacher Education
(C) Higher Secondary Teacher Education
(D) Pre-Primary Teacher Education

231. The term 'transactional approaches' in teacher education refers to:
(A) The financial transactions involved in running a college.
(B) The grading systems used to categorize student-teacher performance.
(C) The final written examinations at the conclusion of the program.
(D) Methods and processes used to facilitate learning for student-teachers.

232. Which of the following teacher education models would most likely use micro-teaching and skill-based drills as primary training techniques?
(A) Behaviouristic Model
(B) Inquiry Oriented Model
(C) Reflective Model
(D) Philosophical Model

233. The need for in-service education to update practicing teachers on recent advancements in neuroscience and its implications for learning is an example of its:
(A) Mode
(B) Budget
(C) Purpose
(D) Duration

234. An online course for in-service teachers offered by a national body like NCERT is an example of which mode of INSET?
(A) Distance/Online mode
(B) Face-to-face mode
(C) School-based mode
(D) Cascade mode

235. The concept of "professionalism" is best seen as:
(A) A static attribute one acquires with a degree.
(B) A synonym for being a member of a union.
(C) A factor determined by salary and perks.
(D) A dynamic quality of conduct, commitment, and continuous improvement.

236. The ethical principle of 'integrity' for a teacher would be violated by which action?
(A) Admitting a mistake in front of students.
(B) Falsifying student attendance or grades.
(C) Seeking help from a colleague on a difficult topic.
(D) Giving honest feedback to parents.

237. Which of the following pairs is correctly matched?
(A) Contextual Factor : A teacher's belief system
(B) Personal Factor : School's resource availability
(C) Personal Factor : A teacher's high motivation
(D) Contextual Factor : A teacher's subject knowledge

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of delivery can be varied, including face-to-face sessions like workshops and conferences, cascade models where master trainers train other teachers, and distance education modes utilizing online platforms and digital resources. This flexibility in organization allows in-service education to cater to the diverse needs and contexts of practicing teachers, ensuring that professional growth is accessible, relevant, and sustained throughout their careers.

Based on the above source, attempt the following five questions.

286. According to the passage, what is the fundamental concept underlying in-service teacher education?
(A) Pre-service training is flawed and needs to be completely replaced.
(B) In-service education is only for teachers who perform poorly.
(C) Only experienced teachers are capable of benefiting from further training.
(D) Initial teacher training is not sufficient for an entire teaching career.

287. Which of the following is NOT mentioned in the passage as a reason for the need for in-service teacher education?
(A) Advancements in subject knowledge
(B) Changing societal needs
(C) The requirement for teacher re-certification exams
(D) The introduction of new teaching technologies

288. What is the primary purpose of in-service teacher education as stated in the text?
(A) To provide initial certification for new teachers.
(B) To update and upgrade the professional competence of practicing teachers.
(C) To discipline teachers who do not follow school policies.
(D) To prepare teachers for administrative roles like school principal.

289. The passage describes a 'cascade model' of in-service education. This mode of organization involves:
(A) All teachers attending a single large national conference.
(B) Teachers learning independently through online courses.
(C) A short-term workshop focused on a single skill.
(D) Master trainers training a group of teachers, who then train others.

290. Based on the passage, what can be inferred about the scope and organization of in-service teacher education?
(A) It is flexible and diverse, offering various programs and delivery modes.
(B) It is rigid and standardized, offering only one type of program.
(C) It is exclusively delivered through long-term university degree courses.
(D) It is limited to face-to-face workshops held within the school premises.

Direction : Please read the following source carefully.

The provision of in-service teacher education in India is a multi-tiered effort involving a range of agencies and institutions operating at district, state, and national levels. At the national level, key players include the National Council of Educational Research and Training (NCERT), the National Council for Teacher Education (NCTE), and the University Grants Commission (UGC). NCERT is primarily responsible for designing curricula and training materials, while NCTE sets norms and standards for teacher education, and UGC oversees higher education, including teacher education at the university level. At the state level, the State Council of Educational Research and Training (SCERT) acts as the main academic authority, adapting and implementing national policies and organizing training programs. At the district level, institutions under schemes like Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) were pivotal in organizing cluster and block-level training. When planning any in-service teacher education program, several preliminary considerations are crucial for its success. These include clearly defining the program's purpose, determining an appropriate duration, securing adequate resources (both human and material), and formulating a realistic budget. A failure to systematically address these planning aspects can undermine the effectiveness of the training,

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mastering strategies to promote foundational literacy and numeracy among young learners. By emphasizing these core areas, the vision ensures that teachers are equipped to provide a strong educational start for all children.

47. (A) Transmitting foundational, factual information efficiently.
Expository learning is a highly effective transactional approach when the primary goal is the efficient transmission of foundational and factual information. This method allows an instructor to present structured content clearly to a large group of learners, ensuring that everyone receives the same core knowledge. While it may not be suitable for developing complex skills, it provides a necessary base of information.

48. (C) Statement I is true, but Statement II is false.
Experiential learning is defined by the process of learning through direct action followed by meaningful reflection on those experiences. It emphasizes active participation in real-world or simulated tasks to build practical skills and deep understanding. In contrast, attending a lecture on classroom management is a passive activity and does not qualify as experiential learning, as it lacks the cycle of action and.

49. (A) 2, 3, 1, 4
A logical transactional sequence in pre-service teacher education moves from theoretical foundations to practical application and reflection. Student-teachers typically begin by engaging with foundation courses to understand the context of education, followed by subject-specific pedagogy. They then move into school internships for practice teaching, concluding with a period of reflection and evaluation to integrate their experiences. This structured progression ensures professional growth.

50. (A) Preparing teachers with subject mastery and pedagogy for adolescent learners.
The vision for teacher education at the higher secondary level focuses on preparing educators who possess deep subject mastery and pedagogical expertise. These teachers must be equipped to address the specific cognitive and emotional needs of adolescent learners as they transition into adulthood. By combining advanced content knowledge with specialized instructional strategies, the curriculum ensures that higher secondary students receive a high-quality education.

51. (C) technician; researcher
The distinction between the behaviouristic and inquiry-oriented models of teacher education lies in their fundamental perception of the teacher's role. The behaviouristic model tends to view the teacher as a technician who executes specific skills through reinforcement and conditioning. In contrast, the inquiry-oriented model sees the teacher as a researcher who actively investigates their own practice and constructs knowledge through problem-solving and investigation.

52. (D) Designing instruction that is developmentally and culturally appropriate.
Lee Schulman's framework emphasizes that knowledge of learners and their specific characteristics is essential for effective teaching. This understanding allows educators to design instruction that is developmentally appropriate and culturally relevant to their students' unique backgrounds and needs. By considering how students learn and what they bring to the classroom, teachers can create more inclusive and successful learning experiences for everyone.

53. (C) Uncritically following the teacher's guide from a textbook publisher.
Reflective teaching involves a critical and independent examination of one's own instructional practices to foster professional improvement. Activities such as action research, peer coaching, and reflective journaling are central to this process as they encourage deep analysis. Conversely, uncritically following a prescribed teacher's guide from a publisher discourages independent thought and prevents the teacher from adapting to the specific classroom needs.

54. (B) II, III, and IV only
Modern understandings of the teacher's knowledge base integrate various theoretical perspectives to provide a holistic view of professional expertise. This includes Deng and Luke's emphasis on integrating multiple knowledge domains and Habermas's theory of knowledge interests. Furthermore, the competency-based model can be understood as

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(B) The act of simply being employed as a teacher.
(C) The ability to use advanced ICT tools in the classroom.
(D) The length of service in the teaching career.

298. A school's supportive leadership and the availability of modern teaching aids are examples of which type of factors affecting teacher development?
(A) Personal factors
(B) Contextual factors
(C) Ethical factors
(D) Pedagogical factors

299. What is the role of 'professional ethics' for teachers, as described in the passage?
(A) To provide a set of rules for student discipline.
(B) To offer a framework for moral conduct in professional relationships.
(C) To outline the steps for lesson planning and delivery.
(D) To specify the salary and benefits for teachers.

300. The passage suggests that ICT integration and innovation are critical for the professionalization of teacher education. Why is this the case?
(A) They help teachers meet contemporary challenges and enhance quality.
(B) They help in reducing the workload of teachers.
(C) They are mandated by international education bodies.
(D) They ensure all teachers follow a standardized teaching method.

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and webinars provide flexible access to new information. Additionally, mentoring and peer coaching within schools offer valuable on-the-job support. However, full-time degree programs for initial qualification are categorized as pre-service education for prospective teachers.

31. (A) Both A and R are true and R is the correct explanation of A.
Effective in-service teacher education programs rely on meticulous planning that clearly defines the purpose, duration, and necessary resources for professional development. Without a structured plan, these programs risk wasting time and financial assets while failing to achieve significant improvements in teaching quality. Strategic organization ensures that the training is relevant to the needs of educators and that the intended professional goals are met.

32. (B) SCERT
The State Council of Educational Research and Training acts as the apex body for school and teacher education within a specific state. It provides essential academic leadership, develops regional curriculum materials, and organizes in-service training programs to improve the quality of instruction. By offering resource support and conducting research, it ensures that state educational goals are met and that teachers remain professionally competent.

33. (B) SSA
Sarva Shiksha Abhiyan was a landmark government initiative aimed at achieving the universalization of elementary education across India. Beyond increasing enrollment, the program included a significant component for the in-service training of teachers to improve the quality of classroom instruction. By providing regular professional development opportunities at the cluster and block levels, it sought to empower educators to meet diverse classroom challenges effectively.

34. (B) P-3, Q-2, R-4, S-1
The teacher education system involves various agencies operating at different levels of the educational hierarchy to ensure comprehensive support. NCERT functions at the national level for school education, while SCERT operates at the state level to implement regional improvements. The UGC manages standards in higher education and universities, whereas SSA and RMSA units typically focus on implementation at the district and sub-district levels.

35. (C) An occupation requiring specialized knowledge, a code of ethics, and high autonomy.
A profession is defined as a specialized occupation that requires an extensive period of training and the acquisition of a complex body of knowledge. It is characterized by a high degree of autonomy in decision-making, a commitment to public service, and adherence to a formal code of ethics. Unlike general vocational activities, professions demand continuous professional development to maintain high expertise and service standards.

36. (D) The absence of any need for continuous professional development.
Teaching is recognized as a profession because it requires specialized knowledge, a commitment to student welfare, and adherence to ethical standards. These characteristics distinguish it from non-professional occupations that may lack formal training or public accountability. However, the idea that a teacher does not need continuous professional development is incorrect, as ongoing learning is a fundamental requirement for maintaining expertise in this field.

37. (D) Statement I is false, but Statement II is true.
Professional ethics for teachers serve as a vital framework of principles that guide their behavior toward students, colleagues, and the wider community. These ethical guidelines are not merely suggestions but are essential for maintaining the dignity and integrity of the teaching profession. By following these standards, educators ensure a fair, supportive, and safe learning environment that prioritizes the welfare and success.

38. (B) Personal factors
Teacher development is significantly influenced by personal factors, which include an individual's internal motivations, personal beliefs about education, and willingness to engage in new learning. These intrinsic qualities determine how a teacher responds to professional development opportunities and classroom challenges. While contextual factors provide the environment for

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is integrated with formal knowledge, enabling future teachers to navigate the complexities of school environments and diverse communities.

8. (A) Both A and R are true and R is the correct explanation of A.
A robust teacher education curriculum is multifaceted, integrating foundation courses, pedagogy, and intensive school internships to prepare effective educators. This comprehensive structure is necessary because teaching requires a blend of theoretical understanding and practical application across diverse classroom settings. By combining these different components, the program develops the varied competencies needed for managing student learning, understanding educational philosophies, and refining instructional techniques through direct experience.

9. (C) It encompasses pre-service, in-service, and continuous professional development at all levels.
The scope of teacher education is expansive, covering the entire professional lifespan of an educator from initial preparation to retirement. It includes pre-service training for aspiring teachers, induction programs for novices, and continuous in-service development for experienced practitioners. This lifelong continuum ensures that teachers at all levels remain updated on pedagogical innovations and research, fostering a culture of professional growth that benefits the entire educational system.

10. (A) Expository learning
Expository learning is a transactional approach where the educator serves as the primary authority and source of information for students. In this model, knowledge is disseminated through direct instruction, such as lectures and presentations, to ensure the efficient transmission of foundational concepts. While less interactive than other methods, it remains a standard technique for introducing complex theories or structured information that forms the basis of professional knowledge.

11. (A) I, II, and III only
Pre-service teacher education consists of several vital components designed to build a strong professional foundation. Foundation courses provide the necessary philosophical and sociological context, while pedagogy courses focus on specific teaching methodologies for different subjects. School internships offer essential real-world classroom experience for developing practical skills. However, administrative training is not usually considered the central component of these programs, as the primary focus remains instruction.

12. (B) Schulman
Lee Schulman significantly influenced the knowledge base of teacher education by introducing the concept of Pedagogical Content Knowledge. This framework suggests that effective teaching requires a unique blend of subject matter expertise and pedagogical strategies specifically tailored to that content. By understanding how to transform complex information into accessible learning experiences, teachers can address the specific needs of their students while maintaining professional integrity and content accuracy.

13. (C) The process of analyzing teaching practices to understand methods and identifying improvements.
Reflective teaching is a systematic process where educators critically analyze their instructional practices to improve classroom effectiveness and student outcomes. This approach involves examining what happened during a lesson, identifying why certain strategies worked or failed, and determining how to adjust future actions accordingly. By moving beyond routine behavior, teachers become more self-aware and capable of making informed decisions that enhance the overall quality of education.

14. (A) P-2, Q-1, R-4, S-3
Different models of teacher education focus on distinct aspects of professional preparation to achieve specific training goals. The behaviouristic model emphasizes observable skills through reinforcement, while the competency-based model focuses on mastering pre-defined teaching tasks. Meanwhile, the inquiry-oriented model fosters a spirit of research and questioning, and the reflective model encourages critical self-evaluation. This ensures the curriculum aligns with professional standards for developing versatile classroom educators.

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15. (A) Practical interest
Jürgen Habermas identified different cognitive interests that drive the acquisition of knowledge, including technical, practical, and emancipatory interests. The practical interest is specifically concerned with human interaction, social communication, and the interpretation of meaning within a shared cultural context. In teacher education, this focus on understanding and social exchange helps educators navigate the complex interpersonal dynamics of the classroom and build meaningful relationships with their students.

16. (B) It focuses on the teacher's internal thought processes and beliefs rather than observable behaviors.
The competency-based teacher education model prioritizes the acquisition of specific, demonstrable skills that can be observed and measured against set standards. Unlike models that focus primarily on internal thought processes or personal beliefs, this approach emphasizes performance and behavioral outcomes. Programs using this model are often modular and self-paced, allowing trainees to progress as they master individual competencies required for effective classroom instruction and management.

17. (B) Multiple knowledge domains, including disciplinary, practical, and contextual knowledge.
Deng and Luke advocate for a comprehensive knowledge base in teacher education that integrates multiple domains of expertise. Their viewpoint emphasizes that effective teaching results from the combination of disciplinary knowledge, practical wisdom, and a deep understanding of the social and institutional context of schooling. By moving beyond a simple theory-practice divide, this holistic framework prepares educators to address the multifaceted challenges of modern educational environments.

18. (A) Reflective teaching
Promoting reflective teaching involves the use of specific strategies designed to encourage self-analysis and professional growth. Activities such as maintaining a daily journal, engaging in peer observation, and recording lessons for later analysis provide teachers with critical data about their own performance. These practices allow educators to identify strengths and weaknesses in their instructional methods, leading to more deliberate and effective classroom actions and improved learning.

19. (A) Both A and R are true and R is the correct explanation of A.
The inquiry-oriented model of teacher education is based on the premise that teachers should function as active researchers within their own classrooms. By systematically investigating their instructional practices and student learning outcomes, educators can adapt to new challenges and continuously improve their effectiveness. This research-based approach empowers teachers to move beyond traditional methods and develop innovative solutions to complex educational problems they encounter in daily practice.

20. (D) Behaviouristic Model
The behaviouristic model of teacher education is heavily influenced by classical psychological theories, particularly the work of B.F. Skinner regarding operant conditioning. This model focuses on the development of teaching skills through the use of observable behaviors, stimulus-response patterns, and consistent reinforcement. By breaking down teaching into discrete tasks that can be trained and measured, it seeks to standardize professional instructional actions for aspiring educators.

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21. (C) Strict adherence to a prescribed lesson script without deviation
Reflective teaching requires a willingness to question routine practices and adapt to the specific needs of students in the classroom. Strategies like journal writing, peer observation, and action research facilitate this critical self-evaluation and professional growth. Conversely, strictly adhering to a prescribed lesson script without any deviation prevents teachers from responding to student feedback or analyzing their own performance, thereby hindering the development of reflective practice.

22. (A) I, II, and III only
Teacher education employs various models that focus on different aspects of professional development to prepare effective educators. The behaviouristic model emphasizes observable changes, while the competency-based model breaks teaching into specific masterable skills.

Additionally, the inquiry-oriented model encourages teachers to serve as researchers and problem-solvers. These frameworks are not mutually exclusive and are often integrated into modern programs to provide a comprehensive professional training experience for trainees.

23. (D) Achieving self-reflection and freedom from social domination or communicative distortion.
In Habermas's theory of knowledge, the emancipatory interest represents the drive for self-reflection and liberation from social domination or distorted communication. In an educational context, this interest encourages teachers and students to critically examine underlying power structures and achieve a higher state of autonomy. By fostering critical awareness, the emancipatory interest aims to empower individuals to transform their social reality and improve their community.

24. (A) Knowledge and pedagogical approaches evolve, requiring continuous professional growth.
In-service teacher education is essential because the landscape of education is constantly shifting due to new research and changing societal expectations. As pedagogical approaches evolve and new subject matter emerges, practicing teachers must engage in continuous professional growth to maintain their instructional effectiveness. This ongoing training ensures that educators do not become stagnant in their roles and can successfully implement modern educational strategies in classrooms.

25. (C) To update and enhance the professional skills and attitudes of practicing teachers.
The primary purpose of in-service teacher education is to support the continuous professional development of practicing educators. It aims to update their knowledge of subject matter, introduce new instructional technologies, and refine their pedagogical skills and attitudes. By providing opportunities for ongoing learning, these programs ensure that teachers remain competent and capable of meeting the diverse needs of their students throughout their career.

26. (A) A two-year Bachelor of Education (B.Ed.) program for aspiring teachers.
In-service teacher education focuses exclusively on the professional development of individuals who are already employed as practicing educators. This includes activities such as workshops on ICT integration, orientation programs for new hires, and summer institutes for skill enhancement. In contrast, a two-year Bachelor of Education program is a pre-service qualification designed for aspiring teachers who have not yet entered the profession to begin work.

27. (C) 2, 1, 3
Teacher education in India is supported by a hierarchical network of agencies operating at various administrative levels. At the national level, NCERT provides broad academic leadership and curriculum frameworks, while SCERT serves as the corresponding agency for state-level initiatives. Below the state level, DIETs operate at the district level to provide direct resource support to elementary schools and teachers. This structure ensures comprehensive system support.

28. (B) NCTE
The National Council for Teacher Education is the primary statutory body responsible for the planned and coordinated development of the teacher education system in India. Its mandate includes establishing norms and standards for various teacher training programs and ensuring that institutions maintain high quality in their instructional offerings. By regulating the field at a national level, it strives to professionalize teaching and enhance standard maintenance across.

29. (C) Resources and Budget
Planning an effective in-service teacher education program requires a thorough assessment of the necessary inputs and logistical requirements. Factors such as the number of participants, the recruitment of qualified master trainers, and the cost of training materials are central to the resource and budget planning phase. These considerations ensure that the program is financially feasible and that all essential elements are provided for teachers.

30. (B) I, II, and IV only
In-service teacher education can be delivered through various modes to accommodate the diverse needs and schedules of practicing educators. Face-to-face workshops and seminars allow for direct interaction, while online courses

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regardless of the agency conducting it.
Based on the above source, attempt the following five questions.

291. Which agency is primarily responsible for setting the norms and standards for teacher education at the national level?
(A) NCERT
(B) SCERT
(C) NCTE
(D) UGC

292. At which level does the State Council of Educational Research and Training (SCERT) primarily operate?
(A) State level
(B) National level
(C) District level
(D) Block level

293. According to the passage, which of the following is a crucial preliminary consideration in planning an in-service program?
(A) The popularity of the trainers.
(B) The geographical location of the participants.
(C) The time of year the training is held.
(D) The formulation of a realistic budget.

294. Based on the text, what was a key role of institutions under schemes like SSA and RMSA?
(A) Setting national standards for teacher qualifications.
(B) Organizing in-service training at the district level.
(C) Overseeing teacher education in universities.
(D) Designing the national curriculum framework.

295. The passage implies that the effectiveness of an in-service teacher education program is highly dependent on:
(A) The number of teachers attending the program.
(B) The prestige of the national agency involved.
(C) Careful and systematic preliminary planning.
(D) The use of advanced technological tools.

Direction : Please read the following source carefully.

The discourse on teaching as a profession involves understanding the concepts of 'profession' and 'professionalism'. A profession is typically characterized by a specialized knowledge base, a commitment to service, a high degree of autonomy, and adherence to a code of professional ethics. Teaching is increasingly viewed through this lens, moving away from the notion of it being a mere craft. Professionalism, in this context, refers to the conduct, aims, and qualities that characterize a professional teacher. This includes not only pedagogical competence but also ethical behaviour, a commitment to continuous learning, and collaborative relationships with colleagues. Professional ethics of teachers, often codified by professional bodies, provide a framework for moral conduct, guiding teachers in their relationships with students, parents, colleagues, and the community. Teacher development, a key aspect of professionalization, is influenced by both personal and contextual factors. Personal factors include a teacher's motivation, beliefs, and self-efficacy, while contextual factors encompass school culture, leadership support, and available resources. For the ongoing professionalization of teacher education, quality enhancement through ICT integration and fostering innovation are critical. Integrating Information and Communication Technology (ICT) enhances teaching and learning processes, while promoting innovation encourages teachers to develop and implement new strategies to meet contemporary educational challenges, thereby elevating the status and quality of the teaching profession.
Based on the above source, attempt the following five questions.

296. According to the passage, which of the following is a characteristic of a 'profession'?
(A) A low degree of autonomy and strict supervision.
(B) A generalized knowledge base applicable to any job.
(C) A focus on personal gain over public service.
(D) A commitment to service and a code of ethics.

297. How does the passage define 'professionalism' in the context of teaching?
(A) The conduct, aims, and qualities that mark a professional teacher.

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growth, it is the personal commitment of the educator that often drives meaningful and lasting professional change.

39. (D) Improve teaching quality and prepare technically proficient educators.
The integration of information and communication technology in teacher education aims to enhance the quality of instruction and prepare educators for modern digital classrooms. By mastering ICT tools, teachers can create more engaging learning experiences, access global resources, and improve their administrative efficiency. This technological proficiency is essential for ensuring that future educators can effectively utilize digital platforms to support diverse student learning needs.

40. (C) I, III, and V only
Professional ethics in teaching encompass a variety of actions that uphold the integrity of the profession and the welfare of students. These include maintaining the confidentiality of student records, engaging in continuous self-improvement, and consistently upholding professional dignity. Conversely, showing partiality or criticizing colleagues in front of students violates ethical standards, as these behaviors undermine the trust and respect necessary for a positive education.

41. (C) Contextual factors affecting teacher development.
Teacher development does not occur in a vacuum but is shaped by various contextual factors within the school environment. These factors include the prevailing school culture, the availability of instructional resources, and the level of support provided by school administration. A positive and well-resourced context can facilitate professional growth, while a lack of support or resources may hinder an educator's progress and effectiveness.

42. (A) Conduct, aims, and qualities characterizing a profession or a professional person.
Professionalism in the field of education refers to the specific conduct, aims, and qualities that characterize a dedicated professional educator. It goes beyond the mere performance of duties for a salary, encompassing a commitment to high standards, ethical behavior, and continuous self-improvement. Professionalism reflects an educator's dedication to their students and their ongoing effort to refine their pedagogical skills and expertise.

43. (D) Introducing blended learning modules and simulations for training teachers.
Innovations in teacher education involve the introduction of creative and modern approaches to improve the preparation and development of educators. Examples include the use of blended learning modules, classroom simulations, and other technology-enhanced strategies that move beyond traditional lecture-based methods. These innovations aim to make teacher training more interactive, relevant, and effective in meeting the demands of contemporary educational environments and students.

44. (A) Both A and R are true and R is the correct explanation of A.
The quality of teacher education programs is directly linked to the overall success of the school education system. This is because the competencies, skills, and professional attitudes developed during teacher training significantly influence student learning outcomes and classroom effectiveness. By ensuring that educators are well-prepared and professional, the system can provide a higher standard of instruction that benefits all learners and society.

45. (C) A continuous process of improving curriculum, pedagogy, resources, and assessment.
Quality enhancement in the professionalization of teacher education is a continuous and systematic process aimed at improving various aspects of the training system. It involves the ongoing refinement of the curriculum, pedagogical methods, instructional resources, and assessment strategies to meet evolving educational standards. This commitment to improvement ensures that teacher education remains effective and relevant, ultimately raising the status and quality of.

46. (D) Preparing teachers for diverse classrooms and foundational literacy and numeracy.
The curriculum vision for elementary teacher education is primarily focused on preparing educators to work effectively in diverse foundational classrooms. This involves developing a deep understanding of child development and

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ANSWERS

1. (B) A process equipping teachers with the knowledge and skills needed for effective classroom practice.
Teacher education constitutes a comprehensive professional program designed to prepare individuals for the instructional challenges of the classroom. It involves a systematic process of equipping prospective and practicing educators with the specialized pedagogical knowledge and practical skills required for effective teaching. This discipline ensures that teachers can facilitate meaningful learning experiences by integrating theoretical understanding with classroom practice, ultimately fostering professional growth and instructional competence.

2. (D) Statement I is false, but Statement II is true.
Teacher education is fundamentally characterized by its dynamic nature, as it must continually evolve to remain relevant. Unlike a static field with a fixed curriculum, it actively responds to shifting societal needs, rapid technological advancements, and new pedagogical research. This adaptability ensures that educators are prepared to meet the changing demands of diverse classrooms while incorporating modern instructional strategies into their professional practice.

3. (C) Rote memorization
Transactional approaches in pre-service teacher education emphasize active engagement and the meaningful exchange of ideas between instructors and learners. While methods such as expository, collaborative, and experiential learning promote deep understanding and skill acquisition, rote memorization focuses on superficial repetition without critical analysis. Consequently, mechanical recall is viewed as contrary to the goal of developing reflective and competent educators capable of complex instructional reasoning.

4. (D) Elementary teacher education
Elementary teacher education specifically prepares individuals to instruct students at the foundational stages of formal schooling, typically encompassing grades one through eight. This level of training focuses on child development, foundational literacy, and subject-specific pedagogy tailored for younger learners. By specializing in this category, educators gain the necessary competencies to manage classroom environments and address the diverse educational requirements of children during their formative years.

5. (C) The vision aims to develop a reflective practitioner who is a lifelong learner.
The vision of the teacher education curriculum centers on developing the educator as a reflective practitioner who views learning as a lifelong journey. Rather than adhering to rigid scripts or prioritizing theory over practice, this framework encourages teachers to critically analyze their own instructional methods and adapt to new challenges. This approach fosters a professional identity characterized by continuous self-improvement and a commitment to professional excellence.

6. (B) Learning is a social process and is enhanced through peer discussion and shared tasks.
Collaborative learning in teacher education is rooted in the understanding that knowledge is socially constructed through interaction and shared effort. This transactional approach leverages peer discussion and collective problem-solving to enhance the learning experience of student-teachers. By engaging in collaborative tasks, future educators develop essential interpersonal skills and a deeper understanding of pedagogical concepts, mirroring the cooperative environments they are expected to facilitate.

7. (D) Experiential learning
Experiential learning involves a cycle of concrete experience, observation, and reflection to build professional competence in educators. Activities like community interaction and classroom observation allow student-teachers to apply theoretical concepts in real-world settings while documenting their growth through journals. This hands-on approach ensures that practical wisdom

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aligning with Habermas's technical interest due to its focus on control and performance. These perspectives together form.

55. (D) The teacher's ability to demonstrate specific, pre-defined teaching skills.
The competency-based teacher education model places its primary emphasis on the ability of a teacher to demonstrate specific, pre-defined instructional skills. Rather than focusing on years of experience or personal popularity, this approach measures professional success through observable performance outcomes against established criteria. This ensures that every educator has mastered the essential competencies required to effectively manage a classroom and facilitate learning.

56. (A) Both A and R are true and R is the correct explanation of A.
Reflective teaching is widely considered a critical component of professional growth because it prompts educators to move beyond habitual actions. By systematically questioning and analyzing their own classroom practices, teachers can identify areas for improvement and implement more effective instructional strategies. This cycle of reflection and action leads to deeper professional understanding and ultimately enhances the quality of student learning experiences.

57. (C) A face-to-face, centralized program
A face-to-face, centralized program is a common mode of in-service teacher education where educators gather at a specific location for intensive training. This format allows for direct interaction with experts and peers, facilitating the exchange of ideas and hands-on practice of new skills. Such programs are effective for introducing specific topics or new methodologies to a diverse group of educators.

58. (A) Training master trainers who then train teachers at subsequent levels.
The cascade model is a strategy for in-service teacher education designed to disseminate information to a large number of educators efficiently. It involves training a select group of master trainers at a central level, who then provide training to others at subsequent state, district, or block levels. While this model allows for wide reach, it requires careful monitoring to ensure quality.

59. (B) P-3, Q-4, R-1, S-2
In-service teacher education involves various components that must be aligned to ensure effective professional development for practicing educators. The need for INSET often arises from the desire to stay updated with new pedagogical research, while the mode can include modern formats like online webinars. Planning considerations must include budget and resources, and agencies like SCERT provide the necessary academic leadership.

60. (B) NCERT
NCERT plays a crucial role in in-service teacher education at the national level by providing academic leadership and resource support. Its responsibilities include developing model syllabi, creating high-quality training materials, and organizing programs for key resource persons who then train others. By setting these national benchmarks, NCERT ensures a degree of consistency and quality in the professional development of schoolteachers.

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61. (C) The duration should be decided arbitrarily without considering the program's objectives.
The successful implementation of an in-service teacher education program depends on careful planning of all logistical and pedagogical elements. This includes defining clear objectives, assessing available human and material resources, and establishing a detailed budget. However, determining the duration of a program arbitrarily without considering its goals is an incorrect practice, as the time allocated must be sufficient to achieve objectives.

62. (D) Secondary education
Rashtriya Madhyamik Shiksha Abhiyan was a major government program launched to enhance access to secondary education and improve its overall quality across India. The initiative focused on strengthening school infrastructure, improving teacher-student ratios, and providing professional development opportunities for secondary educators. By targeting this specific level of schooling, the program aimed to ensure that students transition successfully from elementary to higher education.

The competency-based teacher education model focuses on the mastery of specific, demonstrable skills measured against pre-defined performance standards. In this approach, trainees must achieve a certain level of proficiency on one module before they are permitted to move to the next. This ensures that every educator possesses the essential competencies needed for effective classroom practice and student support.

98. (A) 2, 4, 1, 3
A reflective teaching cycle typically begins with the educator having a concrete experience, such as teaching a specific lesson. This is followed by a description of the event and a deep analysis to evaluate what occurred. Finally, the teacher identifies new perspectives or actions to take in future lessons. This systematic process of reflection and action is vital.

99. (C) Deng & Luke propose a more integrated and holistic view of knowledge forms.
The primary difference between the frameworks of Schulman and Deng & Luke lies in their approach to the integration of knowledge. While Schulman categorized different types of teacher knowledge, Deng and Luke advocate for a more holistic and integrated view. Their perspective emphasizes the dynamic interplay between disciplinary content, practical wisdom, and the socio-cultural context of contemporary schooling.

100. (D) Learning through problem-solving and experience.
The inquiry-oriented model of teacher education is deeply rooted in the progressive philosophy of John Dewey, who emphasized learning through experience. This model views teaching as a process of continuous problem-solving where educators actively investigate and reflect on their classroom practices. By fostering a spirit of inquiry, this approach encourages teachers to become autonomous learners and researchers.

101. (A) Both A and R are true and R is the correct explanation of A.
The behaviouristic model is often criticized for being too mechanistic because it focuses primarily on observable actions and isolated skills. By prioritizing stimulus-response patterns and reinforcement, it may neglect the complex internal cognitive and affective processes that are essential to teaching. This narrow focus can lead to a standardized approach that fails to account for the unique needs of learners.

102. (B) Prevent professional obsolescence and promote continuous growth.
The most significant purpose of in-service teacher education is to prevent professional stagnation and ensure continuous growth throughout an educator's career. As new pedagogical research and technologies emerge, teachers must update their skills to remain effective in the classroom. This ongoing training helps educators adapt to changing student needs and curricular requirements, ultimately enhancing the quality of education provided.

103. (C) DIET (District Institute of Education and Training)
The District Institute of Education and Training is a key institution at the district level designed to provide resource support for elementary education. Its mandate includes conducting in-service training for teachers, providing academic guidance to schools, and supporting local educational planning. By operating close to the grassroots, DIETs ensure that professional development is accessible and relevant.

104. (A) I, II, III, and IV only
Planning an effective in-service teacher education program requires several preliminary considerations to ensure its success and relevance. These elements include defining specific learning outcomes, identifying the target group of educators, and determining the appropriate duration of the training. Additionally, calculating the budget for experts and materials is essential for logistical feasibility. These steps form the foundation of planning.

105. (C) Facilitating direct interaction, discussion, and hands-on practice.
The primary advantage of the face-to-face mode of in-service teacher education is the opportunity for direct and immediate interaction. This format facilitates meaningful discussions among peers and provides a space for hands-on practice of new instructional techniques. Unlike distant or online modes, face-to-face training allows for real-

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values, and the psychomotor domain for practical teaching skills. By focusing on the whole person, teacher education ensures that educators are not only knowledgeable but also skilled.

72. (A) Constructivism
Shifting the role of the teacher from a transmitter of information to a facilitator of learning reflects the core principles of constructivist philosophy. This approach recognizes that learners actively construct their own understanding through experience and social interaction. In this model, the educator's primary task is to create an environment that supports inquiry and provides the necessary scaffolds for students to build knowledge.

73. (C) Foundation Courses
Foundation courses in pre-service teacher education provide the essential theoretical framework needed to understand the broader context of schooling. These courses typically include subjects like the psychology of learning, the sociological foundations of education, and the history of educational thought. By engaging with these disciplines, student-teachers develop a deeper understanding of the values and purposes that shape contemporary educational practices.

74. (A) Both A and R are true and R is the correct explanation of A.
Collaborative learning is an essential transactional approach in teacher education because it models the cooperative environment educators are expected to create. This method helps student-teachers develop vital communication and teamwork skills while constructing knowledge through shared perspectives. By working together on pedagogical tasks, future teachers experience the benefits of social learning firsthand, which they can later implement in classrooms.

75. (D) A two-year Diploma in Elementary Education (D.El.Ed.).
An individual who has completed higher secondary education and wishes to teach at the primary level should ideally enroll in a Diploma in Elementary Education. This specific program is designed to provide the foundational pedagogical skills and child development knowledge required for teaching grades one through five. By focusing on the unique needs of young learners, it prepares teachers for success.

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76. (B) Knowing the most effective analogy to explain photosynthesis to a student.
Pedagogical Content Knowledge represents the unique expertise that allows a teacher to make specific subject matter accessible to their students. Using a clever analogy to explain a complex biological process like photosynthesis is a classic example of this knowledge in action. It demonstrates an understanding of both the content and the instructional strategies that are most effective for helping students grasp it.

77. (C) Rote memorization of educational theories
The inquiry-oriented model of teacher education is built on the principles of critical thinking, problem-solving, and active investigation. Consequently, it prioritizes activities like action research, case studies, and problem-based learning over traditional methods. In this framework, the rote memorization of educational theories is the least likely activity, as it conflicts with the goal of developing autonomous and reflective professionals.

78. (D) Statement I is false, but Statement II is true.
Different models of teacher education provide distinct frameworks for the preparation of educators based on varying pedagogical philosophies. The behaviouristic model focuses on the systematic shaping of observable teaching behaviors through reinforcement and conditioning techniques. Meanwhile, the competency-based model emphasizes the achievement of specific, measurable outcomes and skills rather than just the process of learning. Correctly identifying models is vital.

79. (B) P-3, Q-4, R-1, S-2
Various strategies are employed in teacher education to foster a culture of reflective practice and continuous professional improvement. Journal writing allows educators to record and analyze their personal experiences, while peer observation provides constructive feedback from colleagues. Additionally, action research involves systematically investigating classroom problems, and portfolios serve as a collection of evidence showing professional growth. Matching these correctly is important.

63. (A) I and II only
The teacher education system in India is governed by specific bodies that regulate standards and coordinate efforts at different levels. NCTE serves as the statutory regulatory body for maintaining norms in teacher education institutions, while the UGC is responsible for standards in higher education and universities. Conversely, SCERT operates at the state level rather than the national level, and SSA focused.

64. (B) Foster overall student development in a safe and supportive environment.
The primary ethical responsibility of a teacher is to foster the holistic development of every student within a safe and supportive learning environment. This involves more than just ensuring academic success; it requires a commitment to student well-being, equity, and the promotion of a positive classroom culture. By prioritizing the needs of the learner, teachers uphold the fundamental values of education.

65. (B) Professionalism
Professionalism in teaching is characterized by a commitment to continuous growth, a willingness to adopt new methods, and responsiveness to professional feedback. An educator who remains resistant to change and shows no interest in improving their practice is fundamentally lacking in this professional attribute. Regardless of their subject knowledge or years in the field, this attitude hinders their ability to provide quality education.

66. (C) I, II, III, and V only
Teacher development is influenced by a combination of internal personal factors and external contextual conditions. Personal factors include an individual's self-efficacy, motivation, and learning style, which shape their engagement with the profession. Contextual factors involve the school's leadership, the availability of professional development, and the overall administrative support. Understanding the interaction between these elements is essential for creating effective systems of support.

67. (C) ICT integration for quality enhancement.
The use of a Learning Management System to deliver training content and facilitate discussions is a prime example of ICT integration for quality enhancement. This technology allows teacher education programs to become more flexible, interactive, and resource-rich, moving beyond traditional instructional models. By incorporating these digital platforms, institutions can better prepare student-teachers for the technological demands of contemporary classroom environments.

68. (D) Exclusive reliance on the chalk-and-talk method.
Innovation in teacher education involves the introduction of modern strategies such as flipped classrooms, gamification, and the use of open educational resources. These approaches aim to increase student engagement and improve the effectiveness of professional training. In contrast, an exclusive reliance on the traditional chalk-and-talk method is considered the least innovative approach, as it fails to incorporate contemporary pedagogical research.

69. (C) It is an occupation with a systematic body of knowledge and ethics.
Describing teaching as a profession implies that it is more than just a job; it is an occupation built upon a systematic body of knowledge. This status requires practitioners to undergo specialized training and adhere to a formal code of professional ethics. It also suggests that teachers have a responsibility to maintain high standards of conduct and engage in ongoing learning.

70. (B) Professional ethics
A teacher's commitment to treat all students equally, regardless of their background or identity, is a direct application of professional ethics. This principle of non-discrimination is fundamental to creating a fair and inclusive learning environment where every child has the opportunity to succeed. By upholding these ethical standards, educators demonstrate their professional integrity and their dedication to social justice in education.

71. (D) Cognitive, affective, and psychomotor domains of development.
The nature of teacher education is described as comprehensive because it addresses the development of the educator across multiple domains. This includes the cognitive domain for knowledge, the affective domain for attitudes and

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providing the best possible learning experience for their students. Professionalism reflects a deep sense of responsibility toward the profession and a recognition that excellence requires continuous effort.

89. (C) It does not require any autonomy or decision-making power.
Recognizing teaching as a profession implies that it possesses a specialized body of knowledge and is governed by strict ethical codes. Professional status also requires a dedicated period of training and a significant degree of autonomy and decision-making power for practitioners. Therefore, stating that teaching does not require autonomy is incorrect, as professional judgment is essential for success.

90. (A) An innovation in teacher education.
The development and use of Massive Open Online Courses for the continuous professional development of teachers represents a significant innovation in the field. These digital platforms provide educators with flexible access to high-quality learning materials and global expertise, moving beyond traditional face-to-face models. This innovative approach allows for large-scale training that can be tailored to individual needs.

91. (D) Engaging in private tuition of their own students for monetary gain.
Professional ethics in teaching establish clear boundaries to protect student welfare and maintain the integrity of the educator's role. Engaging in private tuition of one's own students for monetary gain is a serious breach of these ethics, as it creates potential conflicts of interest. Such behavior can lead to unfair treatment and erodes the trust necessary.

92. (A) Theory → Pedagogy → Internship
A sound pedagogical organization for pre-service teacher education begins with foundational theory to provide a conceptual framework. This is followed by subject-specific pedagogy, where student-teachers learn how to translate knowledge into effective instruction. Finally, the sequence concludes with a school internship, allowing for the practical application of these concepts in a real classroom. This progression ensures that future teachers are well-prepared.

93. (C) Collaborative learning
Collaborative learning is a transactional approach that emphasizes the social construction of knowledge through group interaction and shared tasks. In this model, student-teachers work together to solve problems, design lessons, and reflect on their practices, fostering a sense of professional community. This approach is based on the idea that learning is enhanced when individuals exchange ideas and perspectives.

94. (D) Understanding adolescent needs and subject-specific pedagogy.
The vision for teacher education at the secondary level emphasizes the importance of understanding the unique cognitive and emotional needs of adolescent learners. It focuses on developing strong subject-specific pedagogy that allows teachers to deliver complex content in an engaging and accessible manner. By preparing educators to navigate the challenges of secondary schooling, the curriculum ensures that students are well-supported.

95. (B) I, II, and III only
Teacher education is a comprehensive system that includes various stages of professional development for both prospective and practicing educators. Pre-service education prepares individuals to enter the field, while in-service training supports those already teaching. Additionally, orientation programs are important for introducing new teachers to their specific school contexts. This continuum of learning ensures that educators maintain their expertise throughout.

96. (B) Knowledge of School Administrative Hierarchies
Lee Schulman's framework for the teacher's knowledge base includes several critical domains such as content knowledge and pedagogical content knowledge. It also encompasses knowledge of learners, educational contexts, and educational ends and values. However, detailed knowledge of school administrative hierarchies is not typically included as a core domain of instructional expertise. While administrative awareness is useful, it is not central.

97. (B) Competency-based Model

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80. (B) Be aware of the programs and tools available for teaching a subject.
According to Lee Schulman, a teacher's knowledge of curriculum and materials is essential for identifying the tools available for instruction. This domain encompasses an awareness of the prescribed textbooks, digital resources, and educational programs that can be used to teach a specific subject effectively. By mastering these resources, educators can select the most appropriate materials to support student learning.

81. (B) Practical interest
In Habermas's framework, knowledge interests drive different ways of understanding the world and human society. A teacher who critically examines social meanings and the way power structures are interpreted within schools is operating from a practical interest. This focus on communication and interpretation helps educators understand the social realities of their students and the cultural context in which learning.

82. (B) I, II, III, and V only
In-service teacher education serves a variety of professional goals designed to support the ongoing development of practicing educators. Valid purposes include orienting new recruits, introducing national curriculum frameworks, and training teachers in modern digital tools or child psychology. These activities ensure that the teaching workforce remains current and effective. However, providing the initial professional degree is the goal.

83. (C) Duration
When planning an in-service teacher education program, deciding the length and schedule of the training is a key consideration of duration. This factor determines whether a program is delivered as a short, intensive workshop or a long-term, distributed learning experience. The chosen duration must align with the program's objectives and the complexity of the skills being taught to ensure success.

84. (D) UGC
The University Grants Commission is the primary body responsible for coordinating and maintaining standards in higher education across India. Its purview includes oversight of university-based teacher education programs such as the Bachelor and Master of Education degrees. By setting national standards and providing funding, the UGC ensures that higher education institutions provide high-quality professional training for future schoolteachers.

85. (C) Teachers from one school forming a study circle to solve problems.
A school-based mode of in-service teacher education focuses on professional development that occurs directly within the educator's own work environment. An example is when teachers from a single school form a study circle to collaboratively address specific classroom challenges. This approach allows for contextualized learning and peer support, making the training highly relevant to the immediate needs of.

86. (A) Both A and R are true and R is the correct explanation of A.
Integrating ICT into teacher education is essential for professionalization because technology has become a fundamental tool for modern pedagogy. Educators must be competent not only in their subject matter but also in using digital resources to enhance student learning experiences. By including technological training in teacher preparation, the system ensures that educators are equipped to meet the demands of modern education.

87. (D) A high degree of intrinsic motivation and a growth mindset.
Teacher development is heavily influenced by personal factors, with intrinsic motivation and a growth mindset being the most significant drivers of professional growth. An educator who is personally committed to learning will actively seek out new knowledge and pedagogical strategies regardless of external mandates. While school resources and leadership provide support, it is the internal drive that.

88. (A) Professionalism
A teacher's consistent commitment to updating their subject knowledge and instructional skills is a core characteristic of professionalism. This dedication to ongoing improvement ensures that the educator remains effective and capable of

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time feedback and the building of professional communities.

106. (A) Funding and supporting in-service training for secondary school teachers.
Rashtriya Madhyamik Shiksha Abhiyan played a significant role in teacher education by funding and supporting in-service training for secondary educators. This initiative aimed to improve the quality of instruction at the secondary level by updating teachers' knowledge of modern pedagogy and subject matter. By focusing on professional development, the program sought to enhance student outcomes.

107. (D) Personal factor : Availability of ICT infrastructure in the school
Teacher development is influenced by a range of personal and contextual factors that shape an educator's growth and effectiveness. Personal factors involve the individual's attitudes and internal motivations, while contextual factors relate to the external school environment. Therefore, the availability of ICT infrastructure in a school is a contextual factor rather than a personal one, regardless of teacher attitude.

108. (B) Raising teacher preparation standards to par with learned professions.
The professionalization of teacher education refers to ongoing efforts to raise the standards of teacher preparation to match those of other established professions. This involves strengthening the curriculum, increasing the rigor of training programs, and emphasizing the specialized knowledge base required for teaching. By elevating these standards, the goal is to enhance the status and expertise of educators.

109. (C) Professionalism
Professionalism in teaching is demonstrated when an educator takes full responsibility for their actions and maintains a high level of integrity. This includes a deep commitment to student welfare and the consistent application of ethical principles in all professional interactions. Such qualities ensure that the teacher remains a respected and effective role model within the school community.

110. (D) Professionalization by positioning teachers as problem-solvers.
Action research is a significant innovation that contributes to the professionalization of teaching by positioning educators as active problem-solvers. By systematically investigating their own classroom challenges and implementing data-driven solutions, teachers take charge of their professional growth. This practice bridges the gap between theory and practice, fostering a more reflective and autonomous approach to education.

111. (A) A commitment to the well-being and learning of every student.
A defining element of professional ethics for teachers is a profound commitment to the well-being and learning of every student. This ethical foundation requires educators to act in the best interests of their learners, ensuring that the classroom is a safe and supportive environment for all. By prioritizing student needs over personal gain, teachers fulfill their professional role.

112. (B) Allowing student-teachers to apply theoretical knowledge in classrooms.
The school internship component is the primary bridge between theoretical knowledge and practical teaching skills in the pre-service curriculum. It provides student-teachers with a supervised environment to apply pedagogical theories and manage real classroom dynamics. This direct experience is essential for developing the professional confidence and competence required for successful full-time teaching. By immersing themselves in practice, students learn effectively.

113. (D) Statement I is false, but Statement II is true.
A well-organized teacher education curriculum follows a logical progression from foundational knowledge to practical application and experience. It typically moves from general educational theories and sociological contexts to subject-specific pedagogy and classroom strategies. This structured approach ensures that student-teachers have the necessary conceptual tools before they enter a real classroom for their internship. By following this sequence, programs succeed.

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114. (A) Expository
An educator who primarily utilizes lectures and direct instruction to deliver content is employing

the expository transactional approach. This method centers the instructor as the main authority and source of information, focusing on the efficient transmission of knowledge. While it is less interactive than collaborative or inquiry-based methods, it remains a standard technique for presenting foundational information.

115. (B) P-2, Q-1, R-4, S-3
The focus of teacher education varies across different levels of schooling to meet the unique developmental needs of students. Elementary training emphasizes foundational literacy and child development, while secondary programs focus on subject specialization and adolescent psychology. Higher secondary education requires deep content mastery for young adults, and pre-primary training centers on play-based learning and care for younger children.

116. (D) Philosophical and historical justifications for teaching subjects.
Schulman's category of knowledge of educational ends and values refers to an educator's understanding of the philosophical and historical purposes of teaching. This domain involves reflecting on the broader goals of education and why specific subjects are important for student development and society. By mastering this area, teachers can align their instructional practices with long-term goals.

117. (C) The capacity to systematically investigate classroom-based problems.
A central learning outcome of an inquiry-oriented teacher education program is the development of the capacity to systematically investigate classroom-based problems. This model seeks to empower student-teachers to become independent thinkers who can use research methods to improve their own instructional practices. By fostering these skills, the program ensures that future educators are prepared for challenges.

118. (B) Competency-based is a refined, skill-focused version of the Behaviouristic model.
While both the behaviouristic and competency-based models focus on observable performance, the competency-based approach is often seen as a refined, skill-focused version. It emphasizes the achievement of specific, measurable outcomes that define professional proficiency in teaching. Both models prioritize demonstrable actions over internal thought processes, but the competency-based model provides a more structured professional framework.

119. (A) Both A and R are true and R is the correct explanation of A.
Maintaining a teaching portfolio is a powerful strategy for promoting reflective practice as it encourages educators to collect evidence of their work over time. By selecting and reflecting on specific artifacts such as lesson plans and student work, teachers gain a deeper understanding of their professional growth. This process of self-documentation and analysis leads to improved instruction.

120. (A) A holistic and ecological view
Deng and Luke propose a holistic view of the knowledge base for teacher education that integrates subject matter, pedagogy, and socio-cultural context. Their perspective argues that effective teaching requires an understanding of how these different forms of knowledge interact within the school environment. By moving away from fragmented models, this approach prepares teachers to succeed in complex settings.

121. (C) To ensure teachers understand and are equipped to implement policy.
When a new national education policy is introduced, in-service teacher education becomes essential for ensuring its successful implementation. Practicing teachers must understand the goals and strategies of the new policy and be equipped with the necessary skills to apply it in their classrooms. Ongoing training ensures that the entire teaching workforce is aligned with national goals.

122. (A) The initial four-year integrated B.A. B.Ed. program.
In-service teacher education encompasses various modes of professional development for practicing teachers, such as workshops, online courses, and school-based learning communities. These activities are designed to update and enhance the skills of those already in the profession. In contrast, an initial four-year integrated degree program is a form of pre-service education meant for aspiring teachers.

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123. (B) I, II, and III only
The in-service teacher education system in India is supported by several national and state agencies that provide academic leadership and resources. NCERT operates at the national level, while SCERT is responsible for state-level initiatives and training programs. Additionally, government programs like SSA and RMSA have historically provided funding for professional development. However, NCTE's primary role is regulatory.

124. (B) To equip teachers with strategies for diverse learning needs in classrooms.
The primary purpose of an in-service teacher education program on inclusive education is to equip educators with effective strategies for meeting diverse learning needs. This training focuses on helping teachers create accessible and supportive classroom environments for all students, including those with disabilities or from varied backgrounds. By achieving this goal, the program directly improves education.

125. (C) Elementary education; Secondary education
Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan were two distinct government initiatives targeting different levels of the educational system. SSA was primarily focused on achieving universalization and quality improvement at the elementary level, while RMSA targeted the expansion and enhancement of secondary education. Both programs included significant components for teacher training to ensure classroom success.

126. (D) A personal factor
An educator's internal emotional state, such as experiencing professional burnout or being resistant to new ideas, is categorized as a personal factor. These internal qualities significantly impact the teacher's willingness to engage in professional development and their overall classroom effectiveness. While external support is important, the educator's own motivation and attitude are fundamental to success.

127. (A) A commitment to high standards, ethical conduct, and improvement.
Professionalism in the field of teaching implies a deep commitment to high standards, ethical conduct, and continuous self-improvement. It goes beyond the mere possession of a teaching certificate or job title, representing a dynamic quality of professional behavior. Educators who demonstrate professionalism are dedicated to student welfare and consistently strive to refine their pedagogical strategies.

128. (2, 3, 1, 4) A
A teacher's professional journey typically begins with a pre-service education program followed by an induction and mentoring phase as a novice. This is followed by years of continuous in-service development to keep pace with educational changes. Eventually, as teachers gain significant expertise, they may take on leadership roles or become mentors for the next generation.

129. (B) Banning the use of internet resources for lesson planning.
Enhancing the quality of teacher education through ICT integration involves the use of modern tools like simulation software, e-portfolios, and online collaborative platforms. These technologies provide student-teachers with new ways to practice classroom management and reflect on their instructional growth. However, banning the use of internet resources for lesson planning is contrary to the goals of technological progress.

130. (A) Contextual
A school principal who actively supports teacher development through peer observation and constructive feedback is positively influencing the contextual factors of growth. This type of leadership creates a professional environment that encourages collaboration and continuous learning among the staff. By fostering a supportive school culture, administration can significantly enhance the quality of instruction provided.

131. (C) Agents of social change.
The vision for the teacher education curriculum emphasizes preparing educators who can serve as active agents of social change. This perspective views teachers as professionals who do more than just deliver content; they help shape a more equitable and just society through their work. By fostering critical consciousness, the curriculum ensures that educators are prepared for leadership.

132. (D) 'Guide on the side'

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In a collaborative learning environment, the role of the teacher-educator shifts from being the sole source of authority to acting as a facilitator. This "guide on the side" approach encourages student-teachers to take ownership of their learning and work together to solve complex problems. By supporting rather than directing, the educator helps build professional autonomy.

133. (C) M.Ed. - A master's degree for specialization/ leadership roles
The Master of Education is an advanced degree designed for individuals who wish to pursue specialization or leadership roles within the field. Unlike initial training programs like the B.Ed. or D.El.Ed., the M.Ed. focuses on higher-level educational research, curriculum development, and school administration. This degree prepares educators to take on complex professional challenges beyond the classroom.

134. (A) Both A and R are true and R is the correct explanation of A.
The school internship is a critical component of pre-service teacher education because it provides the essential bridge between theory and practice. It allows student-teachers to experience the complexities of a real classroom environment that cannot be fully replicated in a university setting. This immersion ensures that future educators can test pedagogical strategies and develop professional confidence.

135. (D) The challenges and contexts of teaching are ever-evolving.
The scope of teacher education includes continuous professional development because the challenges and contexts of teaching are always evolving. Initial pre-service training provides the basic foundation, but ongoing learning is necessary to keep pace with new research and social changes. By engaging in lifelong learning, educators can maintain their professional effectiveness and successfully adapt to modern needs.

136. (A) A student-teacher analyzes internship incidents in a diary for improvement.
An excellent strategy for promoting reflective teaching is for student-teachers to maintain a diary or journal where they analyze internship experiences. This practice encourages them to identify specific successes and challenges and to plan for future improvements based on their self-analysis. By engaging in this systematic reflection, future educators develop the habit of improvement.

137. (C) The acquisition of specific, observable behaviors such as questioning skills.
The behaviouristic model of teacher education is primarily concerned with the acquisition of specific and observable teaching behaviors through practice and reinforcement. This model focuses on the development of discrete instructional skills, such as effective questioning or blackboard use, that can be measured against set criteria. By standardizing these actions, the model seeks to improve consistency.

138. (A) Both Statement I and Statement II are true.
Lee Schulman's framework of pedagogical content knowledge highlights the unique way teachers integrate subject matter with instructional strategies. Simultaneously, Habermas's theory of knowledge interests provides a lens for understanding different educational models, such as the behaviouristic model's focus on technical control. Both perspectives contribute to a deeper understanding of the professional knowledge base required for effective instruction.

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139. (B) P-3, Q-1, R-2, S-4
The knowledge base of teacher education is informed by various theoretical perspectives that emphasize different aspects of professional expertise. Lee Schulman identified seven categories of teacher knowledge, while Habermas focused on cognitive interests like technical and practical knowledge. Additionally, Deng and Luke argue for an integrated approach to knowledge forms, and the reflective model emphasizes critical self-evaluation. Matching these correctly.

140. (B) Inquiry Oriented Model
A teacher education program that utilizes case studies, problem-solving, and action research is based on the inquiry-oriented model. This approach seeks to develop educators as independent thinkers and researchers who can critically examine their own professional practice. By fostering these skills, the model empowers

teachers to move beyond routine methods and create innovative instructional solutions.

141. (C) Trainers train resource persons at subsequent state and district levels.
The cascade mode of organizing in-service teacher education involves a multi-level training system designed to reach a large audience. It begins with the training of master trainers at a central or state level, who then provide training to resource persons at subsequent district or block levels. This model allows for the systematic dissemination of new methodologies across the country.

142. (D) To regulate and maintain standards for teacher education programs.
The National Council for Teacher Education is the statutory body responsible for regulating the teacher education system in India and maintaining professional standards. Its primary role involves granting recognition to teacher education institutions and ensuring that they adhere to established norms for curriculum and facilities. By exercising this regulatory oversight, the NCTE aims to ensure quality training.

143. (A) Purpose, Duration, Resources and Budget
Effective planning for an in-service teacher education program involves addressing several preliminary considerations such as purpose, duration, resources, and budget. Defining the training goals, deciding the length of the program, and estimating costs are all essential steps for successful implementation. These considerations ensure that the professional development offered is relevant to the needs of educators and logistically sound.

144. (B) A Village Panchayat Education Committee
National and state-level agencies like NCERT, SCERT, and the UGC are primarily responsible for providing academic leadership and resource support for teacher education. These bodies develop curriculum frameworks and organize large-scale in-service training programs for educators. In contrast, a Village Panchayat Education Committee operates at the local community level and does not function as a state agency.

145. (B) Contextual factors
An educator's professional development is significantly impacted by contextual factors such as school culture and the level of administrative support. Feeling isolated or lacking opportunities for collaboration with colleagues can hinder a teacher's ability to grow and improve their practice. These external conditions create the environment in which development occurs, and a lack of support can be detrimental.

146. (A) A teacher who seeks feedback and collaborates to improve student learning.
A high level of professionalism is demonstrated when a teacher actively seeks feedback and collaborates with colleagues to enhance student learning. This commitment to continuous improvement and collective effort shows a dedication to the core values of the profession. Rather than working in isolation, professional educators recognize that sharing expertise and reflecting on practice are essential for growth.

147. (D) Maintaining traditional, paper-based record-keeping systems.
Integrating ICT into teacher education focuses on developing digital literacy and providing access to modern educational resources and collaborative platforms. These tools are used to enhance pedagogical strategies and better prepare student-teachers for the modern classroom. However, maintaining traditional, paper-based record-keeping systems is not a primary concern of this technological shift, as ICT seeks to replace them.

148. (A) Professional ethics
The moral obligation to be fair and impartial toward all students is a fundamental cornerstone of professional ethics in teaching. This principle ensures that every learner is treated with dignity and receives equal opportunities to succeed, regardless of their background. By upholding these ethical standards, teachers build trust with their students and maintain the integrity of the profession.

149. (C) Aware of social justice issues and empowered to challenge oppression.
The introduction of critical pedagogy into the teacher education curriculum is an innovation aimed at fostering social justice awareness. This approach empowers educators to identify and

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167. (C) An absence of any ethical code of conduct.
A profession such as teaching is characterized by specialized knowledge, a dedicated period of training, and a strong service orientation toward students. These elements distinguish professional work from other occupations that may lack formal standards or ethical codes. Therefore, the absence of an ethical code is not a characteristic of teaching; instead, adherence to ethics is fundamental.

168. (A) 2, 4, 3, 1
A typical professional journey for a teacher begins with completing a pre-service degree such as a B.Ed., followed by an induction program during the first year. Over time, the educator attends various in-service workshops to update their skills, such as learning new ICT techniques. Eventually, they may gain enough expertise to serve as a mentor for new teachers in the field.

169. (C) Systematically improving teacher training to raise standards and status.
Quality enhancement for the professionalization of teacher education involves systematic efforts to raise the standards and status of the profession. This includes improving the rigor of training programs, updating the curriculum based on research, and strengthening practical internship experiences. By enhancing the quality of preparation, the system ensures that teachers are seen as highly skilled professionals capable of success.

170. (A) Both A and R are true and R is the correct explanation of A.
A lack of professional ethics can have a devastating impact on the student-teacher relationship and the overall learning environment. When educators demonstrate partiality or fail to maintain confidentiality, they erode the trust and respect necessary for effective instruction. Creating an atmosphere of fear or injustice hinders student engagement and undermines the primary goals of the educational process.

171. (D) A lifelong continuum, from initial training to retirement.
The scope of teacher education is best understood as a lifelong continuum that begins with initial pre-service training and continues until retirement. It encompasses every stage of professional development, including induction, ongoing in-service workshops, and specialized postgraduate study. This comprehensive view ensures that educators are supported at every phase of their career to maintain high standards of teaching.

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172. (B) Integrating theory and practice.
A teacher education curriculum that lacks adequate school internship opportunities violates the fundamental principle of integrating theory and practice. For training to be effective, student-teachers must have the chance to apply pedagogical concepts in real classroom settings under supervision. Without this practical link, theoretical knowledge remains abstract and fails to prepare educators for the actual challenges of the profession.

173. (C) Expository learning positions the teacher-educator as the primary authority and knowledge source.
Expository learning is a transactional approach where the teacher-educator is positioned as the primary authority and source of knowledge for the class. This method focuses on the direct and structured transmission of information through lectures and presentations to ensure efficiency. While it is less interactive than other models, it is correctly identified as a standard technique for conveying fundamental theories.

174. (A) P-3, Q-2, R-4, S-1
Various transactional approaches are used in teacher education to facilitate different types of learning experiences for student-teachers. Expository methods such as lectures are used for transmitting structured content, while collaborative approaches involve group work on tasks. Additionally, experiential learning includes school internships, and inquiry-based methods might involve conducting action research projects. Matching these correctly ensures a balanced training program for trainees.

175. (A) Developmental stage and learning needs of the students to be taught.
The vision for teacher education varies across levels, such as elementary and secondary, based on the unique developmental needs of the students. Educators must be prepared with pedagogical strategies and subject matter

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Modern teacher education utilizes various models that emphasize different aspects of professional development, such as observable skills or critical inquiry. The behaviouristic model is rooted in psychological theories of reinforcement, while the inquiry-oriented model focuses on problem-solving. Additionally, reflective practice is a central theme in progressive frameworks that encourage self-evaluation. These models are often integrated to provide a balanced curriculum.

159. (A) A practical interest
In Habermas's theory, the practical knowledge interest is driven by a desire for understanding and the interpretation of cultural meanings through social interaction. This interest is central to an education that focuses on communication and the interpretation of shared social realities. By fostering this perspective, teacher education helps educators build meaningful relationships and navigate the social complexities of schools.

160. (B) Articulated the unique kind of knowledge needed for teaching.
Lee Schulman's framework is significant because it articulated the unique and specialized kind of knowledge required for effective teaching. By introducing concepts like pedagogical content knowledge, he demonstrated that teaching is a complex professional activity that goes beyond simple subject mastery. This work provided a clear theoretical basis for the professionalization of teacher education and modern curriculum design.

161. (B) System-wide change implementation
An in-service program designed to help teachers adapt to a new national curriculum framework serves the purpose of system-wide change implementation. This type of training ensures that all practicing educators are aligned with current national goals and are equipped with the skills needed to implement the changes. By supporting professional transition, these programs maintain educational quality across the system.

162. (A) SCERT
SCERT is the apex agency at the state level responsible for providing academic leadership and organizing professional development for school teachers. When a state government decides to implement a large-scale training initiative for a specific subject or methodology, SCERT typically designs and manages the program. Its role ensures that state-wide educational improvements are carried out effectively and professionally.

163. (A) I, II, III, and IV only
In-service teacher education can be delivered through a variety of modes to support the continuous professional growth of practicing educators. These include traditional formats like workshops and seminars, as well as more personal approaches like mentoring and self-study. Modern modes also incorporate online courses for flexible learning. However, the initial B.Ed. degree is pre-service training and not part of INSET.

164. (D) The clarity of the program's purpose and objectives.
The most crucial preliminary consideration when planning an in-service teacher education program is establishing the clarity of its purpose and objectives. Without a well-defined goal, the training may fail to meet the actual professional needs of the teachers or provide a clear path for improvement. Objective-driven planning ensures that all other elements, such as duration and budget, are appropriate.

165. (C) Professional development of university faculty through refresher courses.
The University Grants Commission's role in in-service education is most prominent in the professional development of faculty members in higher education. Through its schemes for refresher courses and orientation programs, the UGC ensures that university educators remain updated on new research and pedagogical advancements. This focus on standard maintenance in higher education is vital for university quality.

166. (B) A personal factor
An educator's deep-seated personal belief that all students have the potential to learn is an example of a personal factor. These internal values and attitudes shape the teacher's instructional decisions and their interactions with students in the classroom. While external factors provide the context, it is the educator's own mindset that often determines their effectiveness and commitment to student success.

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on evidence-based improvements, the system raises the status and expertise of the entire teaching profession.

201. (C) It is an occupation requiring specialized knowledge and adherence to ethics.
Recognizing teaching as a profession implies that it is a specialized occupation requiring an extensive body of knowledge and adherence to ethical standards. It is characterized by the need for formal professional training and a commitment to public service and student welfare. This status demands that practitioners engage in continuous learning and remain accountable for their professional conduct and instructional quality.

202. (A) Having the school internship as the very first activity, before any theoretical input.
A logical organization of the teacher education curriculum is essential for effective learning, typically moving from theory to practical application. A major flaw in this organization would be placing the school internship at the very beginning of the program before any theoretical input. Without a conceptual foundation, student-teachers lack the necessary tools to understand and manage the complex classroom dynamics encountered.

203. (B) Both Statement I and Statement II are false.
The roles of national agencies in teacher education are clearly defined by their statutory mandates for regulation and research. NCTE is the regulatory body responsible for standards in teacher training institutions, while NCERT is the apex organization for school education research and development. It is incorrect to swap these roles or misidentify their primary functions, as each serves a unique purpose.

204. (B) Help student-teachers understand philosophical and sociological underpinnings.
The primary goal of a foundation course in teacher education is to help student-teachers understand the philosophical and sociological context of schooling. These courses provide a broad perspective on the values and beliefs that underpin educational systems and instructional practices. By exploring these theoretical foundations, future educators can develop a deeper sense of professional identity and a better understanding of their role.

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205. (C) A history teacher using a timeline and role-play to explain causes to students.
Pedagogical Content Knowledge is demonstrated when a teacher uses specific instructional strategies, like timelines or role-play, to make complex content accessible. This knowledge reflects a deep understanding of how to transform subject matter into meaningful learning experiences for students. By blending content expertise with pedagogical skills, the educator can address the unique challenges of teaching a particular concept effectively.

206. (D) Competency-based focuses on skills, while Inquiry-Oriented focuses on inquiry.
The key difference between the competency-based and inquiry-oriented models of teacher education lies in their primary focus. The competency-based model prioritizes the achievement of specific, measurable skills through practice and performance standards. In contrast, the inquiry-oriented model focuses on fostering a spirit of research and critical questioning among educators. Both models contribute differently to the professional development of future teachers.

207. (A) Promoting reflective teaching
A teacher who uses video recording to analyze their own lessons with a mentor is employing a powerful strategy for promoting reflective teaching. This practice provides concrete evidence of instructional performance, allowing for a detailed examination of what works and what needs improvement. By engaging in this self-analysis, the educator moves beyond routine actions toward more deliberate and effective classroom strategies.

208. (A) Both A and R are true and R is the correct explanation of A.
In-service teacher education is essential for maintaining the quality of the educational system because initial pre-service training has inherent limitations. Teachers must face evolving challenges such as new technologies, curriculum changes, and shifting student needs throughout their long careers. Continuous professional growth ensures that the workforce remains effective and capable of providing high-quality

expertise that are appropriate for the specific age group they will teach. By aligning the curriculum with student characteristics, teacher education ensures that future educators can facilitate learning effectively.

176. (B) After a lesson fails, a teacher analyzes the cause and redesigns the activity.
Reflective teaching is exemplified when an educator analyzes why a particular lesson failed and uses that insight to redesign their future approach. This process of critical self-evaluation allows teachers to learn from their experiences and make more informed instructional decisions. By moving beyond routine actions, reflective practitioners continuously improve their effectiveness and better support the learning needs of their students.

177. (B) Autonomous professionals who can think critically and solve problems.
The inquiry-oriented model of teacher education aims to develop teachers as autonomous professionals who can think critically and solve classroom problems. This approach encourages educators to function as researchers who systematically investigate their own practice to improve student outcomes. By fostering a spirit of inquiry, the model ensures that teachers are not just technicians but thinkers capable of innovation.

178. (C) Statement I is true, but Statement II is false.
Statement I is true because Deng and Luke view the knowledge base for teaching as involving a complex interaction of multiple forms of knowledge—such as pedagogical, subject, and contextual knowledge.
Statement II is false since Shulman's framework actually stresses subject matter knowledge as essential, especially through his concept of pedagogical content knowledge, rather than ignoring it.

179. (C) Competency-based Model
A teacher education model that outlines specific teaching skills and evaluates student-teachers on how well they demonstrate those skills is known as the competency-based model. This approach focuses on clearly defined competencies, measurable performance, and mastery of practical abilities. Assessment is based on observable outcomes rather than reflection or philosophical inquiry, emphasizing skill acquisition and accountability in training.

180. (D) Ensure the program is feasible and can be executed effectively within the available means.
The primary purpose of considering budget and resources during the planning of an in-service program is to ensure its practical feasibility. By assessing available funds, personnel, and materials, organizers can design a program that can be effectively executed within those means. This logistical check prevents the planning of over-ambitious programs that cannot be sustained and ensures professional training is delivered.

181. (C) In-service training of school teachers to improve quality.
Government programs such as SSA and RMSA were designed to provide essential financial and systemic support for the in-service training of school teachers. These initiatives recognized that improving the quality of elementary and secondary education required regular professional development for the workforce. By funding workshops and resource centers, these programs aimed to equip educators with modern pedagogical tools.

182. (A) Both A and R are true and R is the correct explanation of A.
In-service teacher education can be organized through multiple modes, ranging from face-to-face workshops to modern online or blended formats. The selection of a specific mode is based on the program's objectives, the target audience's location, and the need for hands-on practice. This flexibility ensures that professional development is accessible and effective for all educators, regardless of their geographical constraints.

183. (D) Teacher development is a result of the dynamic interaction between personal attributes and contextual conditions.
Teacher development is a complex and dynamic process that results from the interaction between personal attributes and contextual school conditions. An educator's internal motivation and beliefs are essential, but they are also shaped by external factors like leadership and available resources. Understanding this relationship is

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vital for creating professional environments that truly support and encourage the growth of effective educators.

184. (A) Provide a guiding framework for responsible and moral conduct in the profession.
A formal code of professional ethics for teachers provides a necessary framework to guide moral and responsible conduct within the profession. These guidelines help educators navigate complex ethical dilemmas and ensure that their actions always prioritize student welfare and professional dignity. By establishing shared standards, the code strengthens the integrity and public trust in the teaching profession as a whole.

185. (C) A creative approach introduced to improve teacher training processes.
An innovation in teacher education is a creative and intentional approach introduced to improve the processes of teacher preparation and development. It moves beyond traditional methods to incorporate new pedagogical ideas, technologies, or organizational structures that enhance training outcomes. These innovations aim to make teacher education more relevant to the changing needs of the classroom and more effective for learners.

186. (A) A teacher discusses a student's poor performance and personal problems with other students in the class.
An educator who discusses a student's personal problems or poor academic performance with other students is committing a clear violation of professional ethics. Such behavior breaches the principle of confidentiality and can severely damage the student's dignity and the teacher's relationship with the class. Maintaining professional boundaries and respecting student privacy are essential for a safe and fair classroom environment.

187. (D) A rigid and unchanging approach to pedagogy.
Professionalism in teaching involves a commitment to lifelong learning, ethical behavior, and a strong focus on student welfare. Professional educators are characterized by their willingness to adapt their pedagogical strategies to meet the changing needs of their learners and the latest research. Therefore, a rigid and unchanging approach to teaching is contrary to the core principles of professional practice and growth.

188. (B) To prepare teachers to use technology as a pedagogical tool for learning.
The primary reason for integrating ICT into teacher education is to prepare educators to use technology as an effective pedagogical tool. By mastering these digital resources, teachers can enhance student learning experiences and provide access to a wider range of information. This technological proficiency is essential for ensuring that future educators can thrive in the digital age and support learners.

189. (C) Initial
A pre-service teacher education program is categorized as initial teacher education because it provides the first formal qualification needed to enter the profession. These programs focus on building a foundational knowledge of educational theory and developing basic instructional skills through supervised practice. By completing this initial stage, individuals are prepared to begin their professional journey and continue growing in schools.

190. (C) I, II, and III
The structure of a typical pre-service teacher education curriculum is designed to provide a comprehensive professional foundation through several key components. This includes theoretical foundation courses that explore the context of education and pedagogy courses that focus on instructional methods. Additionally, school internships are essential for providing practical experience in a real classroom, making them an indispensable part of training.

191. (A) teacher-centered; learner-centered
A major difference between the expository and experiential approaches in teacher education lies in their focus on the learner's role. Expository learning is typically teacher-centered, with an expert transmitting information through lectures to a passive audience. In contrast, experiential learning is learner-centered, emphasizing active participation and reflection on direct experiences to build practical skills. Both methods serve different goals.

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192. (B) Commercial-based
Teacher education programs are guided by several recognized models such as the behaviouristic, competency-based, and inquiry-oriented frameworks. These models provide the theoretical basis for curriculum design and instructional strategies to prepare effective educators. However, a "commercial-based" model is not a recognized professional framework, as the focus of teacher training should remain on educational quality and pedagogical expertise.

193. (B) Action research and problem-solving.
A key element of the inquiry-oriented model of teacher education is the use of action research and problem-solving to drive professional development. This model encourages student-teachers to view themselves as researchers who can systematically investigate their own instructional practices. By fostering a spirit of questioning and critical reflection, the model ensures that future educators can create effective classroom solutions.

194. (A) Reflective teaching
A teacher who analyzes the failure of a lesson and plans to use new instructional tools to improve student understanding is engaging in reflective teaching. This systematic process of self-evaluation and adjustment is a cornerstone of professional growth and classroom effectiveness. By identifying areas for improvement and taking deliberate action, the educator ensures that their teaching remains responsive and successful.

195. (A) Both A and R are true and R is the correct explanation of A.
The competency-based teacher education model allows for individualized rates of learning because progress is determined by the mastery of specific skills. Trainees can move to subsequent modules as soon as they demonstrate the required level of performance, regardless of the time taken by their peers. This flexibility ensures that every educator possesses the necessary professional competencies before being certified for instruction.

196. (B) I, II, III, and IV only
The scope of in-service teacher education covers a wide range of professional development activities for those who are already practicing educators. This includes short workshops on assessment, long-term mentoring programs, and online courses on specialized topics such as special education. These activities ensure that teachers stay updated on pedagogical changes and policies throughout their career, fostering a continuous growth process.

197. (C) The complexity of the skills to be learned and the objectives of the program.
When planning an in-service program, the choice of duration is critically linked to the complexity of the objectives and the skills to be learned. A short workshop might be sufficient for a simple update, while a longer course is needed for deep pedagogical shifts. This consideration ensures that educators have adequate time to practice and integrate new instructional strategies effectively.

198. (B) P-2, Q-1, R-4, S-3
The teacher education system in India involves multiple agencies that perform distinct functions to ensure quality and standards across the field. NCTE serves as the regulatory body for standards, while NCERT provides national leadership in curriculum development and training. SCERT acts as the state-level counterpart for resource support, and the UGC manages higher education coordination. Together, these agencies create support.

199. (D) personal; contextual
Teacher development is driven by both an individual's personal motivation and the external contextual conditions of their work environment. An educator's intrinsic desire to grow is a personal factor, while school policies that reward innovation are contextual factors that support this growth. The interaction between these internal and external elements determines the ultimate success of professional development efforts in schools.

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200. (A) Revising curriculum based on research and strengthening the internship component.
Quality enhancement for the professionalization of teacher education is best exemplified by revising the curriculum based on research and strengthening internships. These efforts aim to raise the standard of teacher preparation and ensure that educators are well-equipped for the complexities of modern classrooms. By focusing

challenge oppressive power structures and biases within the educational system. By preparing teachers to think critically about their social role, the curriculum ensures that they can advocate for a fairer world.

150. (B) Both Statement I and Statement II are false.
Teacher development is a multifaceted process that depends on the interaction between an individual's personal motivation and their surrounding school context. It is incorrect to claim that development depends solely on personal will or that contextual factors have no impact on growth. Both internal drive and external support structures, such as leadership and resources, are essential for progress.

151. (D) Respond to changes in society, technology, and our understanding of learning.
The nature of teacher education is dynamic because it must continuously adapt to shifts in technology, society, and our understanding of human learning. It cannot remain static or isolated from the realities of school environments if it is to produce effective educators. This responsiveness ensures that the curriculum and training methods remain relevant and capable of meeting students' needs.

152. (A) Post-retirement benefits planning
The pre-service teacher education curriculum consists of several key components designed to prepare aspiring educators for the classroom. These include foundation courses, subject pedagogy, and intensive school internships that provide practical experience. While professional preparation is comprehensive, planning for post-retirement benefits is not a part of this curriculum, as the focus is on developing instructional and theoretical skills.

153. (C) Foundation Course
Organizing a debate on the role of education in social change is a typical activity within the foundation course component of teacher education. These courses aim to help student-teachers explore the philosophical and sociological underpinnings of their profession. By engaging with these broad ideas, future educators develop a deeper understanding of the values and purposes that shape contemporary schooling.

154. (A) Both A and R are true and R is the correct explanation of A.
Experiential learning is a powerful transactional approach because it effectively bridges the gap between theoretical knowledge and practical application. By immersing student-teachers in authentic or simulated classroom situations followed by structured reflection, it fosters deep professional learning. This hands-on method ensures that future educators can test their understanding in real-world contexts and develop the skills for success.

155. (D) It aims to develop humane, reflective, and professionally competent teachers.
The vision for the teacher education curriculum is to develop humane, reflective, and professionally competent educators who can support diverse learners. Rather than promoting an authoritarian model, this vision emphasizes student-centered pedagogy and the ongoing professional growth of the teacher. By focusing on these core values, the curriculum aims to raise the quality of education and support society.

156. (B) The teacher's personal philosophy and unobservable thought processes
The competency-based teacher education model is primarily focused on the demonstration of specific, measurable instructional skills and observable outcomes. It uses criterion-referenced assessment to ensure that every trainee meets established performance standards before moving forward. Consequently, this model places the least focus on unobservable internal thought processes or personal philosophical beliefs that cannot be directly measured.

157. (C) Engaging in action research to improve one's own teaching practice.
Engaging in action research to improve one's own teaching practice is a key strategy for promoting reflective teaching. This systematic process of inquiry allows educators to identify specific classroom problems, implement changes, and evaluate the results of their actions. By taking an active role in investigating their own practice, teachers develop the habit of professional self-improvement.

158. (D) I, II, and IV only

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instruction throughout their professional life cycle.

209. (B) The depth and complexity of the content and skills to be covered.
When planning an in-service teacher education program, the consideration of duration must be logically linked to the complexity of the content. Complex pedagogical shifts or new technical skills require more time for instruction, practice, and reflection than simple informational updates. This ensures that the training is not rushed and that educators can successfully integrate new learning into their instructional practice.

210. (A) NCTE - Body for funding universities
The teacher education system is supported by several national and state bodies that have specific mandates for regulation, research, and funding. NCTE is the statutory body for regulating teacher education standards, not for general university funding. NCERT and SCERT provide academic leadership at their respective levels, while the UGC oversees higher education standards and funding coordination. Identifying these roles correctly is vital.

211. (C) The culture of collaboration and professional learning within the school.
A contextual factor that significantly affects teacher development is the culture of collaboration and professional learning within a school. When educators work in an environment that encourages the sharing of ideas and mutual support, they are more likely to grow professionally. This external context shapes the opportunities for learning and can either facilitate or hinder an individual teacher's progress.

212. (A) 1, 2, 3
The development of ideas in teacher education has progressed from a focus on observable skills to more complex models of professional growth. Early models emphasized the acquisition of discrete teaching behaviors, followed by the emergence of the teacher as a reflective practitioner. More recently, there has been a significant shift toward developing the teacher as an active inquirer and researcher in classrooms.

213. (C) An innovation through ICT integration.
The incorporation of flipped classrooms, blended learning, and Massive Open Online Courses into teacher education represents an innovation through ICT integration. These digital tools provide student-teachers with flexible learning opportunities and access to global expertise, moving beyond traditional instructional models. By using technology to enhance pedagogy, teacher education programs can better prepare future educators for the demands of modern digital classrooms.

214. (B) Expository learning
The expository approach is a transactional method where learners are positioned as relatively passive recipients of information from an expert. This model focuses on the direct and structured transmission of knowledge, typically through lectures and presentations. While it allows for the efficient dissemination of foundational concepts, it lacks the high levels of interaction and active construction found in other methods.

215. (B) I, II, and III only
Modern teacher education utilizes various models such as behaviouristic, competency-based, and inquiry-oriented frameworks to prepare effective educators. The behaviouristic model uses reinforcement to shape teaching behaviors, while the competency-based model focuses on measurable outcomes. Additionally, the inquiry-oriented model promotes critical thinking and research skills. These frameworks are not mutually exclusive and are often combined to create a comprehensive training curriculum.

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216. (A) Action Research
Action research is a primary strategy used to promote reflective teaching by encouraging educators to investigate their own classroom practices. This process of inquiry allows teachers to identify specific problems, implement changes, and evaluate the effectiveness of their solutions. By functioning as researchers, teachers develop a deeper understanding of their own professional performance and a commitment to continuous instructional improvement.

217. (B) P-3, Q-2, R-4, S-1
Different categories of teacher knowledge are essential for effective instruction and student support in the classroom. Content knowledge

involves a deep understanding of the subject matter, while pedagogical content knowledge focuses on making that content accessible. Additionally, curriculum knowledge includes an awareness of available materials, and knowledge of learners encompasses their unique developmental and cultural characteristics. These domains together form expertise.

218. (A) The constant evolution of knowledge, pedagogy, and societal demands.
The fundamental need for in-service teacher education arises from the continuous evolution of pedagogical knowledge and societal demands. As new research emerges and educational goals shift, practicing teachers must engage in ongoing professional growth to remain effective. This continuous training ensures that the teaching workforce does not become stagnant and can successfully adapt to the ever-changing needs of contemporary students.

219. (D) Dilution of information and quality as it moves down the levels.
The cascade model of in-service teacher education is often criticized for the potential dilution of quality as information is passed down. While it is an efficient way to reach a large number of teachers, the training may lose its original depth and accuracy at each subsequent level. This highlights the need for rigorous monitoring and support to ensure that standards remain high.

220. (B) personal; contextual
Teacher development is influenced by the interaction between an individual's personal beliefs and the external contextual conditions of their work. A teacher's intrinsic commitment to a specific pedagogical approach is a personal factor, while school policies and curriculum requirements are contextual factors. The alignment or conflict between these internal and external elements determines how an educator grows and functions professionally.

221. (B) I, II, III, and V only
Professionalism in the field of teaching is a multifaceted quality that encompasses ethical practice, continuous growth, and professional autonomy. Dedicated educators prioritize student welfare and learning above all other considerations in their instructional decisions. This commitment to high standards of conduct and ongoing improvement reflects a deep sense of responsibility toward the profession and the community being served by the school.

222. (D) Introducing virtual reality (VR) simulations for practicing classroom management.
The introduction of virtual reality simulations for practicing classroom management is an excellent example of innovation in teacher education. This technology-enhanced approach provides student-teachers with a safe environment to experience and manage complex classroom scenarios before entering a real school. By using these modern tools, training programs can significantly improve the practical preparedness of future educators for the actual job.

223. (A) Commitment to the well-being, dignity, and learning of every student.
The most fundamental principle of professional ethics for teachers is a profound commitment to the well-being, dignity, and learning of every student. This ethical foundation requires educators to treat all learners with respect and ensure they receive high-quality instruction and support. By prioritizing the needs of students over personal or administrative interests, teachers uphold the integrity and social responsibility.

224. (B) Experiential learning
The experiential learning approach in teacher education is deeply rooted in John Dewey's educational philosophy of learning by doing. This transactional method emphasizes the importance of active participation and reflection on direct experiences to build professional competence. By engaging in real-world tasks, student-teachers develop a deeper understanding of pedagogical concepts and the practical skills needed for successful classroom management and instruction.

225. (A) Both A and R are true and R is the correct explanation of A.
A visionary curriculum for teacher education is essential because it must prepare educators for the future as well as the present. It must equip teachers with the skills to adapt to upcoming societal, technological, and pedagogical shifts that will shape classrooms in the years to come. By fostering flexibility and continuous learning,

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the curriculum ensures that educators remain effective professionals.

226. (A) The requirement for specialized training, a code of ethics, and a service ideal.
A profession is distinguished from a general occupation by the requirement for specialized training, a code of ethics, and a service ideal. Professional work is built upon a complex body of knowledge and demands a high degree of autonomy and decision-making power from practitioners. These standards ensure that members of a profession provide high-quality service and remain accountable to society.

227. (C) A teacher's self-efficacy and resilience.
In the context of teacher development, an individual's self-efficacy and resilience are key personal factors that shape their professional growth. These internal qualities determine how a teacher responds to challenges and their persistence in seeking instructional improvement. While external school conditions provide the context, it is the educator's own psychological attributes that ultimately drive their success and career-long effectiveness in teaching.

228. (D) Statement I is false, but Statement II is true.
Effective ICT integration in teacher education goes beyond simply teaching basic computer skills; it involves training teachers to use technology pedagogically. Educators must learn how to incorporate digital tools into their instructional strategies to enhance student engagement and learning outcomes. This comprehensive approach ensures that technology becomes a meaningful part of the learning process rather than just an administrative or technical addition.

229. (C) Technical interest
The behaviouristic model of teacher education aligns with Habermas's technical knowledge interest because it focuses on control and efficiency. This model emphasizes the acquisition of specific, observable behaviors through reinforcement to achieve standardized instructional outcomes. By prioritizing technical performance and behavioral shaping, it reflects a drive for the prediction and management of classroom interactions to ensure that predetermined learning goals are achieved.

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230. (B) Secondary Teacher Education
Teacher education programs that specifically prepare individuals to teach in grades nine and ten are categorized as secondary teacher education. These programs focus on the subject mastery and specialized pedagogical skills needed for the secondary level of schooling. By addressing the cognitive and emotional needs of students in these grades, the curriculum ensures that future educators can provide effective and relevant instruction.

231. (D) Methods and processes used to facilitate learning for student-teachers.
The term transactional approaches in the context of teacher education refers to the specific methods and processes used to facilitate learning. These approaches describe how knowledge is shared and constructed between teacher-educators and student-teachers through various instructional strategies. Whether through direct transmission or collaborative inquiry, these transactions are the core of the educational experience and determine how effectively future teachers learn.

232. (A) Behaviouristic Model
A teacher education model that emphasizes micro-teaching and skill-based drills is typically rooted in the behaviouristic framework. This approach focuses on the systematic development of discrete instructional skills through repetitive practice and reinforcement techniques. By breaking down teaching into measurable actions, the model aims to ensure that every educator can perform essential classroom tasks consistently and effectively according to established professional standards.

233. (C) Purpose
The need for in-service education to update practicing teachers on new advancements in neuroscience serves a primary professional purpose. This training ensures that educators are aware of the latest research on how students learn and can apply these insights to their classroom instruction. By keeping teachers informed of scientific progress, the program helps maintain the relevance and effectiveness of pedagogical strategies.

234. (A) Distance/Online mode

professionalization is to improve student learning outcomes. By preparing highly competent and technically proficient educators, the system ensures that students receive a better quality of instruction in the classroom. This focus on the learner remains the primary objective of every professional development initiative within the teacher education system.

251. (B) The employment status of the participating individuals.
The differentiation between these educational frameworks lies primarily in the professional standing of the candidates. Pre-service training focuses on student teachers preparing for their initial entry into the teaching career. In contrast, in-service programs cater to established professionals already working within schools, aiming for their continuous growth and adaptation to new pedagogical demands.

252. (A) It is an ongoing and adaptive process throughout a teacher's career.
Education for teachers is characterized as a dynamic and continuous journey that evolves over time. It is not a static or terminal event but rather a professional requirement that persists throughout a person's entire working life. This nature ensures that educators remain updated and capable of addressing modern classroom challenges through constant learning and adaptation.

253. (C) Pedagogical theory, teaching skills, and professional ethics.
The breadth of teacher training encompasses several vital areas necessary for classroom effectiveness. It integrates practical classroom techniques with the theoretical foundations of teaching methodologies. Furthermore, it incorporates the moral and ethical guidelines essential for professional conduct. This comprehensive approach ensures that teachers are well-prepared for the diverse and multifaceted responsibilities they face in various educational settings.

254. (D) It is fundamental for sustaining and improving the quality of education.
Teacher education serves as a cornerstone for maintaining high standards within the learning environment. By providing continuous training and development, it ensures that instructional practices remain effective and relevant. This ongoing process is vital for the long-term improvement of student outcomes and the overall enhancement of the educational system, making it an indispensable component of national development.

255. (C) Professional development is a continuous requirement, not a one-time event.
Describing teacher preparation as a lifelong journey highlights the necessity for perpetual learning beyond initial certification. It recognizes that professional growth must continue as long as a teacher is in the field. This perspective emphasizes that education is a constant process of acquiring new skills and adapting to changing pedagogical landscapes rather than being a single, completed stage.

256. (B) A reflective practitioner who is also a humane professional.
The vision established by national educational bodies prioritizes the development of educators who possess deep empathy and critical thinking skills. Teachers are expected to go beyond simple instructional delivery by constantly examining their own methods and beliefs. This approach fosters a professional identity centered on human values and the ability to think deeply about one's role and impact.

257. (D) School internship
Hands-on experience is a vital part of training, bridging the gap between abstract theories and real-world application. This specific phase provides candidates with the opportunity to immerse themselves in actual school environments. By engaging directly with students and participating in daily school operations, future educators gain the practical wisdom and confidence necessary for effective and professional classroom management.

258. (A) The elementary level curriculum focuses more on child psychology and development.
Training structures vary depending on the age group being taught to ensure developmental appropriateness. Programs designed for younger learners place a significant emphasis on understanding children's psychological growth and cognitive stages. This focus helps teachers

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conditioned performer, while the competency-based model focuses on the skilled technician. Additionally, the inquiry-oriented model sees the educator as a problem solver, and the reflective model emphasizes the thoughtful practitioner. Matching these metaphors helps clarify the goals.

243. (B) Ensure the program is relevant, feasible, and effective.
The primary reason for addressing preliminary considerations like purpose, duration, and budget in INSET planning is to ensure the program's overall effectiveness. This structured approach helps organizers design a professional development experience that is relevant to teacher needs and logistically feasible. By carefully assessing these factors, the training is more likely to achieve its goals and result in improved teaching.

244. (D) Provide state-level academic leadership and organize large-scale training.
SCERT acts as the apex academic body at the state level, providing leadership for school education and the professional development of teachers. Its primary role involves organizing large-scale in-service training programs and developing state-specific curriculum materials. By supporting educators with resources and research, SCERT ensures that state-wide educational goals are implemented effectively and that instructional quality continues to improve throughout the region.

245. (A) Both A and R are true and R is the correct explanation of A.
Teacher development is a multifaceted process that depends on the dynamic interplay between internal personal attributes and external contextual conditions. A highly motivated educator may still find it difficult to grow professionally if they work in an environment lacking in resources and administrative support. Recognizing this interaction is essential for designing effective systems of professional development that address both teacher mindset and school culture.

246. (B) Professionalization by fostering collaboration and collective inquiry.
The establishment of professional learning communities within schools is an innovation that directly impacts professionalization by fostering a culture of collaboration. These communities allow teachers to engage in collective inquiry and shared problem-solving to improve instructional practices. By working together rather than in isolation, educators take professional responsibility for their own growth and the success of their students, elevating the standard.

247. (D) School internship/practicum.
The school internship is the most critical component of the pre-service curriculum for bridging the gap between theory and practice. It provides student-teachers with the opportunity to apply pedagogical concepts in real classrooms and manage actual student dynamics under professional supervision. This practical immersion is essential for developing the confidence and expertise required for successful teaching and ensures that theoretical knowledge becomes useful.

248. (A) Habermas's emancipatory interest.
Teacher education models influenced by Habermas's emancipatory knowledge interest are most likely to produce educators who serve as agents of social change. This approach encourages teachers to critically examine educational systems for hidden biases and power structures that may reproduce social inequalities. By fostering critical consciousness, the model empowers educators to advocate for justice and create more equitable learning environments for all.

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249. (C) INSET is designed only for teachers who have failed their pre-service education.
In-service teacher education is a vital component of the professional continuum designed for all practicing educators to support their ongoing growth. It is incorrect to claim that INSET is meant only for those who failed their pre-service training, as every teacher must stay updated with new knowledge. Agencies like NCERT and SCERT play a central role in organizing these programs for the workforce.

250. (A) Improve the quality of student learning experiences and outcomes in schools.
The ultimate goal of enhancing the quality of teacher education through ICT integration and

An online course offered by a national body for in-service teachers is a prime example of the distance or online mode of professional development. This format provides educators with flexible access to high-quality training resources without the need for travel or scheduled face-to-face meetings. Modern digital platforms allow for large-scale dissemination of information and collaborative learning opportunities that fit into teachers' schedules.

235. (D) A dynamic quality of conduct, commitment, and continuous improvement.
Professionalism in teaching is best understood as a dynamic quality characterized by dedicated conduct, ethical commitment, and continuous improvement. It is not a static attribute but a lived professional identity that educators must actively maintain throughout their careers. By prioritizing student welfare and striving for instructional excellence, teachers demonstrate the true spirit of professionalism and contribute to the elevation of the entire.

236. (B) Falsifying student attendance or grades.
The ethical principle of integrity in teaching requires educators to be honest and fair in all their professional interactions. Falsifying student records, such as attendance or grades, is a serious violation of this principle and undermines the credibility of the educator. Such behavior erodes the trust between the teacher, students, and the wider community, ultimately damaging the integrity of the educational system.

237. (C) Personal Factor : A teacher's high motivation
Teacher development is shaped by the interaction of external contextual conditions and internal personal factors. An educator's high degree of motivation is a classic example of a personal factor that drives their commitment to professional growth and excellence. While school resources provide a context, it is the teacher's internal drive that determines how effectively they use those resources to improve their instruction.

238. (D) Better programs produce competent teachers, raising the status of the profession.
Quality enhancement in teacher education is vital for professionalization because high-quality programs produce more competent and effective educators. When teachers are well-prepared through rigorous training and strong internships, the overall status and credibility of the profession are raised. This improvement in preparation ensures that educators can successfully navigate the complexities of modern classrooms and achieve significantly better student learning outcomes.

239. (A) Child psychology, pedagogy for young learners, and foundational concepts.
The curriculum vision for elementary teacher education emphasizes a profound understanding of child psychology and foundational pedagogical strategies. Teachers at this level must be equipped to support the developmental needs of young learners while promoting core literacy and numeracy skills. By focusing on these essential areas, the vision ensures that educators can provide the strong foundational support necessary for children's future success.

240. (B) II, III, and IV only
A balanced teacher education program utilizes a variety of transactional approaches to facilitate different types of learning for student-teachers. While the collaborative approach fosters social construction of knowledge, the experiential approach connects theory with practical classroom experiences. Using a mix of these methods ensures that future educators develop both deep conceptual understanding and the practical skills needed to manage diverse and complex classrooms.

241. (B) Mastery of their subject content.
Lee Schulman introduced the concept of pedagogical content knowledge to highlight that effective teaching requires more than just subject matter expertise. PCK represents the unique integration of content knowledge with instructional strategies that make that content accessible to students. By mastering this domain, teachers can better address the specific learning challenges associated with their subject and create more effective educational experiences for learners.

242. (B) P-3, Q-2, R-1, S-4
Different models of teacher education can be understood through distinct metaphors that describe the envisioned role of the teacher. The behaviouristic model views the teacher as a

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tailor their pedagogy to meet the specific emotional and social needs of young students, which differs from the subject-heavy approach found in higher levels.

259. (C) To provide the theoretical base for understanding education.
These specific courses are designed to establish a solid intellectual framework for prospective educators. By drawing insights from disciplines like philosophy, sociology, and psychology, they help student teachers understand the underlying principles of educational practices. This theoretical grounding is essential for making sense of complex teaching situations and developing a coherent philosophy of instruction and classroom management throughout their careers.

260. (A) To equip teachers with the ability to adapt to diverse student needs.
The final aim of the structured curriculum is to produce versatile educators capable of handling the complexities of modern classrooms. It focuses on developing the skills needed to address individual differences among learners. By fostering a deep understanding of the learning process, the framework ensures that teachers can modify their strategies to effectively support students from various backgrounds and abilities.

261. (D) Expository approach
This instructional model places the educator at the center of the learning process as the primary source of knowledge. Information is delivered directly from the expert to the students, typically through lectures or demonstrations. It is prioritized when the goal is to cover large amounts of theoretical content efficiently, though it minimizes the active participation of the learners themselves.

262. (B) Collaborative approach
This method emphasizes the social construction of knowledge through interaction among peers. By working together in small groups to solve problems, student teachers develop essential communication and cooperation skills. It moves away from passive learning, encouraging participants to share different perspectives and build a collective understanding. This approach is highly effective for fostering teamwork and a sense of shared responsibility.

263. (C) It helps connect theoretical concepts with practical application.
Learning through direct experience is designed to bridge the distance between classroom theories and actual professional practice. It utilizes a cycle of action and reflection to help student teachers internalize what they have learned. By engaging in simulations or field observations, participants can see how abstract ideas function in reality, leading to a deeper and more meaningful professional understanding.

264. (D) To ensure a balanced development of different professional competencies.
Integrating various instructional strategies is essential for building a well-rounded teacher profile. Each method contributes differently, from delivering complex theories to fostering social skills and providing practical insights. By combining these approaches, programs ensure that graduates are not only knowledgeable but also collaborative and capable of applying their skills. This multifaceted training prepares them for the diverse demands of the teaching profession.

265. (A) Expository
When time is limited and the amount of theoretical information is vast, a teacher-centered delivery method is the most practical choice. It allows the expert to present structured content clearly and systematically to a large group simultaneously. While it may offer less interaction than other models, its efficiency in transmitting specific, foundational knowledge makes it ideal for introductory historical or philosophical modules.

266. (B) Effective teaching requires a complex and multifaceted knowledge base.
The seminal framework proposed by Shulman rejects the idea that knowing a subject is sufficient for teaching it. Instead, it argues that professional educators must master several distinct types of knowledge, ranging from student psychology to instructional strategies. This perspective highlights teaching as a highly intellectual and sophisticated activity that depends on the integration of multiple areas of expertise and understanding.

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267. (B) The specialized knowledge for making subject matter comprehensible to learners.
This unique form of expertise represents the intersection between subject content and instructional methodology. It involves knowing how to translate complex academic concepts into forms that students can easily grasp. This includes using analogies, examples, and demonstrations tailored to the learners' level. It is the hallmark of a skilled educator, distinguishing their deep professional understanding from that of a pure subject expert.

268. (A) Pedagogical Content Knowledge (PCK)
Recognizing common areas where students struggle or hold misconceptions is a core element of an educator's specialized expertise. This understanding allows the teacher to proactively address difficulties by choosing specific instructional strategies. It demonstrates the integration of content knowledge with an awareness of how learners interact with that content, which is a defining characteristic of this particular category of professional teacher knowledge.

269. (C) Knowledge of Professional Ethical Codes
Within the specific framework discussed, several categories of expertise are identified, such as understanding learners, educational contexts, and the purposes of schooling. However, the formalization of moral codes as a distinct category was not explicitly included in Shulman's original list of seven domains. While ethics are important to teaching generally, they represent a different aspect of professional life than these knowledge categories.

270. (D) The teacher possesses a unique blend of content and pedagogy (PCK).
The primary distinction between an educator and an academic specialist lies in how they understand their subject matter. While both may have deep content expertise, the educator also knows how to transform that information for students. This fusion of subject mastery and instructional skill creates a specialized professional knowledge base that allows the teacher to facilitate learning effectively in various classroom settings.

271. (C) They neglect the importance of a strong disciplinary knowledge base.
These scholars argue that modern teacher training often places too much focus on general methods while ignoring the specific content being taught. They believe that teaching skills cannot be separated from the nature of the academic discipline. Their critique advocates for a return to centering subject matter, asserting that a teacher's expertise must be firmly rooted in a deep understanding of content.

272. (B) The technical interest
According to the theory of knowledge-constitutive interests, this particular domain is concerned with instrumental control. In an educational context, it focuses on the mastery of specific skills and the efficient management of the learning process. It views teaching as a series of "how-to" procedures aimed at achieving predictable outcomes, emphasizing the practical techniques required to maintain order and deliver information effectively.

273. (D) Emancipatory
When an educator critiques social or educational ideologies that create inequality, they are acting upon the highest level of knowledge interest. This perspective aims to empower individuals and challenge structures that limit freedom or justice. By questioning the fairness of policies like standardized testing for diverse groups, the teacher seeks to transform the system rather than simply functioning within its existing rules.

274. (A) Deng and Luke focus on disciplinary content, while Habermas's framework analyzes the underlying interests guiding knowledge.
These two perspectives offer different ways to analyze teacher knowledge. One group of scholars emphasizes the vital role of specific subject matter and its structure in defining teaching expertise. In contrast, the other framework focuses on the social and philosophical motivations that drive how knowledge is generated and used. Together, they provide a broad view of the academic and social dimensions of teacher education.

275. (C) It operates mainly within the domain of Habermas's technical interest.
A training model that restricts itself to teaching specific classroom management skills and lesson delivery techniques is focused on instrumental control. It prioritizes the "how-to" aspects of the

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profession over critical reflection or deep subject exploration. Such a program aligns with the interest that views education as a manageable process that can be mastered through the acquisition of discrete, practical skills.

276. (A) The process of self-observation, analysis, and evaluation of one's practice.
At its heart, this approach involves an educator looking inward at their own performance and decisions. It is a critical inquiry where teachers examine how they teach and the impact it has on their students. By analyzing their actions and outcomes, they can identify areas for improvement. This ongoing cycle of observation and thought is essential for long-term professional growth and effectiveness.

277. (D) Journal writing
Maintaining a personal record of daily classroom events allows an educator to track their thoughts and emotional responses over time. This practice helps in identifying patterns in successes and challenges, providing a foundation for future adjustments. It serves as a private space for critical self-reflection, helping the teacher to better understand their professional journey and the underlying reasons behind their instructional decisions.

278. (B) It involves a systematic process of problem identification, planning, and data collection.
Unlike more informal reflective practices, this method follows a structured and rigorous sequence of steps. An educator starts by pinpointing a specific classroom issue and then creates a formal plan to solve it. Through the collection and analysis of evidence, they evaluate the success of their intervention. This formal approach turns the classroom into a laboratory for improving teaching and learning outcomes systematically.

279. (C) It involves a critical examination of a teacher's own beliefs and assumptions.
Reflection is more than just finding solutions to practical classroom difficulties; it requires a deeper look at the values that guide an educator's work. Teachers must question the implicit theories and personal biases they bring to their lessons. By investigating these underlying beliefs, they can ensure their teaching remains fair, inclusive, and aligned with the best interests of all their students.

280. (D) Peer observation
This collaborative strategy involves colleagues visiting each other's classrooms to see different teaching styles in action. The goal is to provide supportive and non-judgmental feedback that helps both the observer and the teacher being observed. It encourages the sharing of best practices and fosters a culture of professional openness. This mutual exchange is a powerful tool for improving instruction through shared experience.

281. (A) The Inquiry Oriented model
This framework rejects the idea of the teacher as a simple technician who follows orders. Instead, it promotes the image of a professional who constantly asks questions and seeks new solutions. It encourages educators to investigate their own teaching practices and student learning. The goal is to develop autonomous practitioners who can think critically and adapt their methods to solve unique classroom problems.

282. (B) Behaviouristic
This training approach is based on the idea that teaching consists of specific, observable actions that can be mastered through repetition. It breaks down complex teaching tasks into small, manageable units. Candidates watch demonstrations of these skills and then practice them repeatedly until they reach a certain level of proficiency. It focuses heavily on measurable performance and the scientific control of classroom behaviors.

283. (B) CBTE is broader, integrating knowledge, skills, and attitudes into 'competencies'.
While both models focus on performance, the competency-based approach offers a more holistic view of teaching. It does not just look at individual skills in isolation but considers how knowledge and professional attitudes combine to create overall proficiency. This model defines specific standards that a teacher must reach, covering a wider range of professional responsibilities than the more narrow focus of basic behaviorism.

284. (A) Competency-based Teacher Education

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This model is characterized by its focus on individual progress and clearly defined performance standards. Students are allowed to learn at their own speed, moving forward only after they have proven they can perform a specific task correctly. Assessment is based on how well a student meets pre-established criteria, ensuring that every graduate possesses the specific abilities required to be a successful and professional educator.

285. (C) To develop teachers who can adapt and make informed decisions in complex situations.
The main purpose of this approach is to prepare educators for the unpredictable nature of the modern classroom. Rather than following a rigid script, teachers are trained to be flexible and analytical. They learn to evaluate different scenarios and choose the best course of action based on evidence and reflection. This fosters innovation and ensures that instruction remains effective across diverse educational contexts.

286. (D) Initial teacher training is not sufficient for an entire teaching career.
The core logic of continuing education for educators is that the world of teaching is always changing. While basic training is necessary for entry into the profession, it cannot anticipate all the challenges a teacher will face over several decades. Constant updates are required to keep pace with new technologies, research, and societal shifts, ensuring that teachers remain effective throughout their working lives.

287. (C) The requirement for teacher re-certification exams
Continuing professional development is driven by the need to stay current with subject matter, new instructional technologies, and evolving societal expectations. These factors necessitate regular training to ensure educational quality. While some systems might have administrative requirements, the general need for this training as described focuses on professional growth and adaptation to change, rather than specifically on mandatory system of formal re-certification examinations.

288. (B) To update and upgrade the professional competence of practicing teachers.
The main goal of programs for current educators is to enhance their existing knowledge and instructional skills. As new educational strategies and subject information emerge, these programs provide a way for teachers to stay at the forefront of their field. This ongoing improvement of professional ability directly translates to better classroom instruction and more successful learning outcomes for the students being taught.

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289. (D) Master trainers training a group of teachers, who then train others.
This specific delivery method is designed to reach a large number of people efficiently by spreading knowledge downward through multiple levels. Expert educators first provide intensive training to a selected group of participants. These individuals then take on the role of instructors for their peers in local settings. This hierarchical approach allows new ideas and strategies to flow quickly throughout a vast educational system.

290. (A) It is flexible and diverse, offering various programs and delivery modes.
Ongoing teacher development is designed to be highly adaptable to the different needs and situations of working professionals. It encompasses a wide range of formats, from brief seminars to intensive degree programs. By using different delivery methods like face-to-face workshops and online learning, the system ensures that all teachers can access relevant training regardless of their location or the specific professional challenges they face.

291. (C) NCTE
This national organization plays a critical role in maintaining the quality of teacher training across the country. Its primary responsibility is to establish and enforce the official rules and standards that all teacher education programs must follow. By setting these benchmarks, it ensures that the preparation of new and existing educators remains consistent and meets the high expectations required for professional certification.

292. (A) State level
This specific academic body serves as the primary authority for educational planning and training within a particular regional jurisdiction. It takes broad national guidelines and adapts them to

meet local needs and contexts. By operating at this level, it can effectively coordinate training programs and curriculum development for all the schools and teacher training institutes within that specific part of the country.

293. (D) The formulation of a realistic budget.
Successful program implementation requires careful financial management to ensure that all planned activities can be completed. Without a well-considered and accurate financial plan, even the most well-designed training program may fail due to a lack of resources. This preliminary step is essential for securing the necessary materials, trainers, and facilities, ensuring the professional development initiative can achieve its intended goals.

294. (B) Organizing in-service training at the district level.
National education schemes have historically been instrumental in bringing professional development closer to the teachers' actual working environments. By focusing on localized training, these initiatives ensured that support was accessible to educators in various blocks and clusters. This decentralized approach allowed for more targeted instruction and helped address the specific challenges faced by schools and teachers within a particular administrative district.

295. (C) Careful and systematic preliminary planning.
The success of any professional development initiative depends heavily on the preparation that occurs before the training begins. This includes defining clear objectives, determining the right length of the program, and ensuring all necessary resources are in place. When these preliminary aspects are handled systematically, the training is much more likely to be effective and to provide real value to the participants.

296. (D) A commitment to service and a code of ethics.
Modern professions are defined by more than just employment; they involve a dedicated sense of duty to the public and a strict adherence to moral principles. Members of a profession possess specialized expertise and are expected to use it responsibly. This ethical framework ensures that the work performed is guided by a sense of social responsibility and the highest standards of conduct.

297. (A) The conduct, aims, and qualities that mark a professional teacher.
In the field of education, this concept refers to the specific set of behaviors and values that define a high-quality educator. It includes not only the ability to teach effectively but also a commitment to ethical standards and ongoing professional growth. This combination of competence and character ensures that the individual maintains a high level of performance and serves as a positive role model.

298. (B) Contextual factors
The growth of an educator is significantly influenced by the environment in which they work. Factors such as the quality of school facilities, the support provided by administrators, and the overall school culture play a vital role. These elements represent the external conditions that can either foster or hinder professional development, highlighting that teacher progress depends on more than just personal motivation.

299. (B) To offer a framework for moral conduct in professional relationships.
These guidelines serve as a compass for educators as they navigate their interactions with students, parents, and colleagues. They outline the moral responsibilities and standards of behavior expected in the classroom and the wider community. By following this ethical structure, teachers ensure their actions are fair, professional, and consistent with the values of the profession, thereby maintaining public trust and integrity.

300. (A) They help teachers meet contemporary challenges and enhance quality.
Modernizing teacher education through new technologies and creative strategies is essential for keeping the profession relevant in a changing world. These advancements allow educators to address modern classroom problems more effectively and provide students with a better learning experience. By embracing change, the profession improves its standards, ensuring teaching remains a high-status and highly effective field.

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CHAPTER 05
Curriculum Studies

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1. Which of the following best defines the term 'curriculum' in its broadest sense?
(A) A list of specific subjects to be taught in a school.
(B) The total learning experiences provided to students under the guidance of the school.
(C) A set of textbooks prescribed by the educational board for classroom instruction.
(D) The schedule of annual examinations and assessments for the academic year.

2. Which philosophical basis of curriculum planning emphasizes the development of values aligned with the nation's identity and goals?
(A) National basis
(B) Psychological basis
(C) Sociological basis
(D) Democratic basis

3. Consider the following statements regarding the instructional system.
Statement I: An instructional system is a systematic arrangement of resources and procedures to promote learning.
Statement II: The effectiveness of an instructional system is independent of the instructional media used within it.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. Which of the following is an INCORRECT statement regarding the role of statutory bodies in curriculum development?
(A) The UGC provides guidelines for curriculum development in higher education.
(B) Universities have the autonomy to design and implement curricula for their affiliated colleges.
(C) National level statutory bodies often play a role in benchmarking curriculum standards.
(D) The NCTE is primarily responsible for developing curriculum for medical education.

5. The Social Functions/Activities Model of curriculum design is primarily rooted in which foundation of curriculum?
(A) Philosophical basis focusing on idealism
(B) Psychological basis focusing on individual cognitive development
(C) Sociological basis focusing on socio-cultural reconstruction
(D) Academic basis focusing on disciplinary knowledge

6. Which curriculum evaluation model is known for its focus on four key stages: Context, Input, Process, and Product?
(A) Tyler's Model
(B) CIPP Model
(C) Scriven's Model
(D) Stakes' Model

7. Match List I with List II regarding models of curriculum design.
List I (Model):
P. Academic/Discipline Based Model
Q. Competency Based Model
R. Individual Needs & Interests Model
S. Social Functions/Activities Model
List II (Primary Focus):
1. Learner's personal growth and development
2. Societal needs and cultural reconstruction
3. Mastery of subject matter and content
4. Acquisition of specific skills and abilities
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

8. The process of comparing one's own curriculum processes and performance metrics to the best practices from other institutions is known as:
(A) Benchmarking
(B) Curriculum design

(C) Curriculum evaluation
(D) Curriculum transaction

9. What is the most significant role of a teacher in curriculum improvement?
(A) To strictly adhere to the prescribed textbook without any deviation.
(B) To act as a facilitator and implementer, providing feedback for change.
(C) To exclusively focus on completing the syllabus for examinations.
(D) To delegate all curriculum-related decisions to the school administrator.

10. A curriculum designed around the core concepts, theories, and knowledge structures of subjects like physics, history, or mathematics is an example of which model?
(A) Academic/Discipline Based Model
(B) Competency Based Model
(C) Social Reconstruction Model
(D) Individual Needs & Interests Model

11. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Curriculum change is often met with resistance from stakeholders.
Reason (R): Factors such as fear of the unknown, lack of resources, and satisfaction with the status quo contribute to resistance against curriculum change.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

12. In the context of curriculum planning, the 'sociological basis' primarily considers:
(A) The cognitive development stages of the learner.
(B) The needs, values, and challenges of the society.
(C) The logical structure of the subject matter.
(D) The philosophical ideals of the nation.

13. Which of the following is NOT considered a primary stage in the process of curriculum development?
(A) Formulation of objectives
(B) Selection of learning experiences
(C) Certification of student performance
(D) Organization of content

14. Consider the following statements regarding curriculum evaluation.
Statement I: Formative evaluation of a curriculum is conducted at the end of the program to judge its overall worth.
Statement II: Summative evaluation of a curriculum is conducted during its development and implementation phase for improvement.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

15. Consider the following principles of curriculum construction:
(i) Principle of child-centeredness
(ii) Principle of community-centeredness
(iii) Principle of flexibility and variety
(iv) Principle of integration and correlation
(v) Principle of rigid uniformity
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (i), (ii), (iii), and (iv) only
(C) (ii), (iii), (iv), and (v) only
(D) (i), (iii), and (v) only

16. The concept of 'socio-cultural reconstruction' as a basis for curriculum suggests that:
(A) Curriculum should be designed to preserve the existing social order without question.
(B) Education and curriculum should be agents of social change and reform.
(C) Curriculum should focus solely on the individual's psychological needs.
(D) Curriculum should be based exclusively on classical academic disciplines.

17. Which approach to curriculum emphasizes the achievement of pre-defined, measurable learning outcomes by students?
(A) Academic Approach
(B) Competency Based Approach
(C) Social Reconstruction Approach
(D) Individual Needs Approach

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18. In Kirkpatrick's model of evaluation, which level assesses the degree to which participants apply what they learned during training when they are back on the job?
(A) Level 3: Behavior
(B) Level 1: Reaction
(C) Level 2: Learning
(D) Level 4: Results

19. Which of the following is an example of an instructional technique?
(A) A textbook
(B) A whiteboard
(C) A group discussion
(D) A computer

20. The primary difference between Scriven's Model and other curriculum evaluation models is its emphasis on:
(A) Pre-defined instructional and educational objectives.
(B) The specific process of curriculum implementation.
(C) The context in which the curriculum operates.
(D) Making judgments about the worth or merit of the curriculum.

21. Arrange the following stages of the traditional curriculum development process in the correct chronological order:
P. Formulation of Educational Objectives
Q. Selection of Learning Experiences
R. Organization of Learning Experiences
S. Evaluation of Outcomes
(A) Q, P, R, S
(B) P, R, Q, S
(C) P, Q, R, S
(D) S, P, Q, R

22. Which of the following is a type of research in curriculum studies that focuses on solving an immediate, practical problem in a specific setting?
(A) Fundamental Research
(B) Action Research
(C) Historical Research
(D) Philosophical Research

23. The 'Intervention Model' of curriculum design is most appropriately used when:
(A) A comprehensive, long-term curriculum is being developed from scratch.
(B) The goal is to design a curriculum based on the structure of academic disciplines.
(C) The curriculum is centered entirely on the expressed interests of the learners.
(D) A specific problem or deficiency in the existing curriculum needs to be addressed.

24. Consider the following statements.
Statement I: The psychological basis of curriculum planning focuses on the learner's needs, interests, abilities, and developmental stages.
Statement II: The philosophical basis of curriculum planning is concerned with the nature of knowledge and what is worth knowing.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

25. The Outcome Based Integrative Model of curriculum design places the highest importance on:
(A) The disciplinary content to be covered.
(B) The teaching methods to be used by the instructor.
(C) The specific outcomes students are expected to achieve upon completion.
(D) The social problems that need to be addressed by the curriculum.

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26. Which of the following best describes 'curriculum transaction'?
(A) The process of implementing the planned curriculum in the actual classroom setting.
(B) The process of designing and developing the curriculum document.
(C) The process of evaluating the effectiveness of the curriculum.
(D) The process of changing or revising the existing curriculum.

27. Match List I with List II concerning curriculum evaluation.
List I (Evaluation Model):
P. Tyler's Model
Q. Stakes' Model
R. Scriven's Model
S. CIPP Model

List II (Key Concept):
1. Goal-free evaluation
2. Decision-making focus (Context, Input, Process, Product)
3. Congruence between objectives and outcomes
4. Antecedents, Transactions, and Outcomes

(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-3, R-1, S-4

28. A curriculum change that involves a minor alteration or adjustment to the existing curriculum without changing its basic structure is known as:
(A) Substitution
(B) Alteration
(C) Restructuring
(D) Value orientation change

29. Which of the following is NOT a factor affecting curriculum change?
(A) Societal pressures and needs
(B) Advancements in technology and knowledge
(C) The unchanging nature of educational philosophy
(D) Governmental policies and statutory body guidelines

30. In the process of curriculum development, what is the primary role of the University?
(A) To provide primary education guidelines.
(B) To set standards and develop curricula for teacher education programs only.
(C) To regulate the functioning of K-12 schools across the country.
(D) To design, approve, and update curricula for undergraduate and postgraduate courses.

31. Consider the following foundational bases for curriculum planning:
(i) Philosophical Bases
(ii) Sociological Bases
(iii) Economic Bases
(iv) Psychological Bases
(v) Political Bases
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iv) only
(B) (i), (ii), (iii), and (iv) only
(C) (i), (ii), (iv), and (v) only
(D) All (i), (ii), (iii), (iv), and (v)

32. The 'democratic' philosophical basis of curriculum planning emphasizes:
(A) Strict adherence to authority and tradition.
(B) Development of critical thinking, cooperation, and social responsibility.
(C) Rote memorization of nationalistic doctrines.
(D) An exclusive focus on vocational skill development.

33. What is the central question addressed by the 'Input' evaluation component of the CIPP model?
(A) What needs are not being met? (Context)
(B) What are the potential strategies and resources to meet the needs? (Input)
(C) Is the program being implemented as planned? (Process)
(D) Did the program succeed? (Product)

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34. Read the following scenario regarding a curriculum shift and answer the question that follows:
A school decides to replace its traditional, lecture-based history curriculum with one that requires students to analyze primary source documents and engage in historical debates. This change reflects a shift towards which curriculum approach?
(A) A competency-based approach focused on job skills.
(B) A social reconstruction model focused on current events.
(C) An individual needs model focused on student hobbies.
(D) A more academic and discipline-based approach.

35. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Individual Needs and Interests Model of curriculum is highly structured and uniform for all learners.
Reason (R): This model prioritizes the unique developmental stage, needs, and interests of each student, leading to a more flexible and learner-centered curriculum.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

36. Which of the following is the most significant contribution of students to the process of curriculum change?
(A) Writing the official curriculum document.
(B) Providing feedback on their learning experiences with the current curriculum.
(C) Securing funding for the new curriculum.
(D) Training teachers on how to implement the new curriculum.

37. The scope of curriculum research includes all of the following EXCEPT:
(A) The study of curriculum design and development processes.
(B) The evaluation of curriculum effectiveness and impact.
(C) The determination of teacher salaries and benefits.
(D) The investigation of curriculum implementation challenges.

38. The use of simulations, virtual labs, and online collaborative projects in a curriculum are examples of leveraging what to enhance transaction?
(A) Instructional Media and Technology
(B) Traditional lecture techniques
(C) Summative assessment tools
(D) Philosophical foundations

39. The main purpose of Scriven's 'goal-free' evaluation is to:
(A) Assess only the intended outcomes of a curriculum.
(B) Avoid any form of judgment about the curriculum's worth.
(C) Discover and judge all actual outcomes, whether intended or unintended.
(D) Evaluate the curriculum without involving teachers or students.

40. Which of the following statements correctly identifies a pair of curriculum models?
(A) Traditional Model: Academic/Discipline Based Model; Contemporary Model: Competency Based Model
(B) Traditional Model: Outcome Based Integrative Model; Contemporary Model: Academic Model
(C) Traditional Model: Social Functions Model; Contemporary Model: Individual Needs Model
(D) Traditional Model: Intervention Model; Contemporary Model: CIPP Model

41. Which of the following best describes a 'Competency Based Model' of curriculum?
(A) A model that focuses on what students are expected to be able to do, rather than what they are expected to know.
(B) A model that emphasizes the rigorous history and fundamental philosophy of a specific subject.
(C) A model that is designed primarily to address contemporary societal problems and reform.
(D) A model that is based on the spontaneous interests and choices of each individual child.

42. In curriculum studies, 'Strategies of Curriculum Development' refers to:
(A) The final evaluation report of a curriculum.
(B) The overall plans and patterns for designing and developing a curriculum.
(C) The specific instructional materials used in the classroom.
(D) The process of student assessment.

43. Consider the following aspects related to the CIPP evaluation model:
(i) Monitoring the implementation of the plan
(ii) Identifying defects in the procedural design
(iii) Providing information for programmed decisions
(iv) Assessing the final achievement of objectives
Which of the above are considered key aspects in the 'Process' evaluation stage?
(A) (i) and (iv) only
(B) (ii) and (iii) only
(C) (i), (ii), and (iii) only
(D) (i), (ii), (iii), and (iv)

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44. Which of the following represents the most fundamental and far-reaching type of curriculum change?
(A) Substitution: Replacing one textbook with another.
(B) Alteration: Adding a new topic to an existing course.
(C) Restructuring: Reorganizing the entire curriculum around interdisciplinary themes.
(D) Perturbation: A temporary adjustment in the teaching schedule.

45. The role of the NCTE (National Council for Teacher Education) in curriculum development is primarily focused on:
(A) All higher education courses.
(B) Medical and engineering education.
(C) Teacher education programs like B.Ed. and M.Ed.
(D) Primary school education exclusively.

46. Arrange the levels of Kirkpatrick's evaluation model in ascending order from the most immediate to the most long-term impact.
P. Behavior
Q. Learning
R. Results
S. Reaction
(A) S, Q, P, R
(B) S, P, Q, R
(C) Q, S, P, R
(D) R, P, Q, S

47. The 'Academic Approach' to curriculum and instruction is characterized by:
(A) A focus on practical skills for employment.
(B) A focus on the mastery of content and the structure of the discipline.
(C) A focus on solving social problems.
(D) A focus on learner's personal and emotional development.

48. A school principal who facilitates professional development workshops for teachers and provides necessary resources for a new curriculum is primarily fulfilling their role in:
(A) Curriculum change and improvement.
(B) Curriculum benchmarking.
(C) Philosophical foundation setting.
(D) Student selection.

49. What is the key difference between the 'Individual Needs & Interests Model' and the 'Academic/Discipline Based Model'?
(A) The first prioritizes the learner, while the second prioritizes the subject matter.
(B) The first prioritizes societal needs, while the second prioritizes the learner.
(C) The first prioritizes job skills, while the second prioritizes social reform.
(D) There is no significant difference; they are largely synonymous.

50. Stake's evaluation model is distinct because it emphasizes:
(A) Making judgments about the worth or merit of the curriculum.
(B) A purely quantitative assessment of outcomes against objectives.
(C) A responsive approach that includes description and judgment based on stakeholder concerns.
(D) A focus only on the final product of the curriculum, ignoring the process.

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51. Consider the statement: "The curriculum should be a vehicle for addressing and solving societal issues like poverty, inequality, and environmental degradation." This statement aligns with which model of curriculum design?
(A) Academic/Discipline Based Model
(B) Social Functions/Activities Model (Social Reconstruction)
(C) Individual Needs & Interests Model
(D) Intervention Model

52. Which of the following is NOT a principle of curriculum development?
(A) Principle of rigidity and permanence
(B) Principle of learner-centeredness
(C) Principle of correlation with other subjects
(D) Principle of societal relevance

53. Which of the following statements about curriculum transaction is correct?
(A) It is synonymous with curriculum planning.
(B) It is the stage where the planned curriculum is put into action.
(C) It exclusively involves the use of textbooks.
(D) It is the final stage of curriculum evaluation.

(B) Competency Based Model
(C) Social Functions/Activities Model
(D) Individual Needs & Interests Model

72. The 'Context' evaluation in the CIPP model is primarily concerned with:
(A) Assessing the final outcomes of the program.
(B) Identifying the needs and problems in a given environment to define objectives.
(C) Evaluating the implementation process.
(D) Analyzing the available resources and strategies.

73. Match List I with List II.
List I (Curriculum Term):
P. Curriculum Transaction
Q. Curriculum Design
R. Curriculum Evaluation
S. Curriculum Foundation
List II (Description):
1. The philosophical, sociological, and psychological bases
2. The process of making judgments about the merit of a curriculum
3. The actual implementation and delivery in the classroom
4. The planning and structuring of learning experiences
(A) P-3, Q-4, R-2, S-1
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-4, R-1, S-3

74. The idea that a curriculum should be dynamic and responsive to change is best captured by which principle?
(A) Principle of Conservatism
(B) Principle of Rigidity
(C) Principle of Flexibility
(D) Principle of Finality

75. Which statement accurately describes the 'Intervention Model' of curriculum?
(A) It is a comprehensive model for designing a full curriculum from the ground up.
(B) It is a targeted, problem-solving model used to 'intervene' and fix a specific curricular issue.
(C) It is a model based on the philosophical structure of academic knowledge.
(D) It is a model that lets the curriculum emerge spontaneously from student interests.

76. Who among the following has the most direct and immediate role in curriculum transaction?
(A) The national policy maker
(B) The classroom teacher
(C) The university vice-chancellor
(D) The textbook publisher

77. Which of the following curriculum models is considered a 'traditional' model?
(A) Outcome Based Integrative Model
(B) Competency Based Model
(C) Academic/Discipline Based Model
(D) CIPP Model

78. Consider the following components related to the CIPP evaluation model:
(i) Context
(ii) Input
(iii) Process
(iv) Product
(v) Congruence
Which of the above are considered components of the CIPP model of evaluation?
(A) (i), (ii), (iii), and (iv) only
(B) (i), (ii), and (v) only
(C) (iii), (iv), and (v) only
(D) All (i), (ii), (iii), and (iv), and (v)

79. The role of an educational administrator in curriculum change is best described as that of a:
(A) Passive observer
(B) Change agent and facilitator
(C) Strict enforcer of old rules
(D) Bureaucratic obstacle

80. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The psychological basis is crucial in curriculum planning.
Reason (R): Understanding the learner's developmental stages, learning styles, and motivation is essential for creating effective learning experiences.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

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the initiatives and involvement of teachers and local schools.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

63. Consider the following key elements of evaluation:
(i) Antecedents (conditions existing prior to instruction)
(ii) Transactions (the dynamic process of instruction)
(iii) Objectives (the pre-specified goals)
(iv) Outcomes (the effects of instruction)
(v) Context (the environmental setting)
Which of the above are the key elements of Stake's Responsive Evaluation Model?
(A) (i), (ii), and (iv) only
(B) (iii) and (iv) only
(C) (i), (ii), (iv), and (v) only
(D) (i), (ii), (iii), and (iv) only

64. The psychological foundation of curriculum, which emphasizes learner's needs and interests, is most strongly reflected in which curriculum model?
(A) Academic/Discipline Based Model
(B) Individual Needs & Interests Model
(C) Social Functions/Activities Model
(D) Outcome Based Integrative Model

65. A research study that examines the history of curriculum reforms in post-independence India would be classified as what type of research in curriculum studies?
(A) Action Research
(B) Historical Research
(C) Experimental Research
(D) Case Study Research

66. The four fundamental questions that Ralph Tyler's model of curriculum is based on include all of the following EXCEPT:
(A) What educational purposes should the school seek to attain?
(B) What educational experiences can be provided that are likely to attain these purposes?
(C) How can these educational experiences be effectively organized?
(D) What is the most cost-effective way to deliver the curriculum?

67. Which of the following is the best example of 'Instructional Material'?
(A) A lesson plan
(B) A video documentary
(C) The Socratic method
(D) A school timetable

68. When a school district adopts a new science curriculum that integrates physics, chemistry, and biology into a single "Integrated Science" course, this is an example of which type of curriculum change?
(A) Substitution
(B) Alteration
(C) Restructuring
(D) Value Orientation Change

69. Arrange the following curriculum development activities in a logical sequence.
P. Implementation of the curriculum in classrooms.
Q. Needs assessment and analysis of the situation.
R. Evaluation of the curriculum's impact and effectiveness.
S. Design of the curriculum, including objectives, content, and experiences.
(A) S, P, Q, R
(B) Q, S, P, R
(C) Q, P, S, R
(D) S, Q, P, R

70. "Benchmarking" in curriculum development primarily serves the purpose of:
(A) Ensuring curriculum quality and setting performance standards by comparison.
(B) Fulfilling a purely bureaucratic requirement with no practical value.
(C) Focusing exclusively on the financial aspects of curriculum.
(D) Replacing an existing curriculum entirely without analysis.

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71. A professor who encourages students to choose their own research topics and projects based on personal curiosity is applying principles from which curriculum model?
(A) Academic/Discipline Based Model

54. The 'Product' evaluation in the CIPP model aims to answer which primary question?
(A) What were the objectives?
(B) Was the program implemented correctly?
(C) What resources were used?
(D) To what extent were the objectives achieved?

55. Match List I with List II regarding the foundations of curriculum.
List I (Foundation):
P. Philosophical Basis
Q. Sociological Basis
R. Psychological Basis
S. National Basis
List II (Area of Concern):
1. How learners learn and their developmental stages
2. The needs and challenges of the society and culture
3. The ultimate purpose of education and nature of knowledge
4. Aims and values reflecting the nation's identity
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-3, S-4

56. All of the following are considered types of research in curriculum studies EXCEPT:
(A) Experimental Research
(B) Historical Research
(C) Commercial Product Development
(D) Action Research

57. An educational administrator's role in curriculum change includes:
(A) Resisting all proposed changes to maintain stability.
(B) Providing leadership, support, and resources for the change process.
(C) Focusing solely on the administrative and financial aspects, ignoring pedagogy.
(D) Mandating changes without consulting teachers or students.

58. The Tyler Model of curriculum evaluation is often criticized for its:
(A) Lack of focus on objectives.
(B) Overemphasis on unintended or 'goal-free' outcomes.
(C) Potentially narrow focus on pre-stated objectives, possibly overlooking other important outcomes.
(D) Complete disregard for the evaluation process itself.

59. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The Competency Based Model of curriculum is well-suited for vocational and professional education.
Reason (R): It focuses on the demonstration of specific, observable skills and abilities required for a particular job or profession.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

60. Which of the following is an INCORRECT pairing of a curriculum model and its description?
(A) Academic Model - Focuses on the structure of knowledge in a discipline.
(B) Competency Model - Focuses on observable skills and performance.
(C) Social Reconstruction Model - Focuses on using education to solve societal problems.
(D) CIPP Model - A curriculum design model focused on individual learner interests.

61. What does the "Process" component of the Instructional System refer to?
(A) The physical materials used, like books and computers.
(B) The sequence of teaching and learning activities that are carried out.
(C) The final learning outcomes achieved by the student.
(D) The preliminary needs assessment of the learners.

62. Consider the following statements regarding approaches to curriculum change.
Statement I: A 'top-down' approach involves decisions made by higher authorities and passed down to teachers for implementation.
Statement II: A 'bottom-up' approach starts with

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(D) A is false but R is true.

81. A curriculum research study designed to determine the cause-and-effect relationship between a new teaching method (cause) and student achievement (effect) would be an example of:
(A) Historical Research
(B) Descriptive Research
(C) Experimental Research
(D) Ethnographic Research

82. In Kirkpatrick's Model, the 'Reaction' level of evaluation measures:
(A) Level 3: Behavior back on the job.
(B) The final business results and impact of the program.
(C) The degree to which participants found the training favorable, engaging, and relevant.
(D) The increase in knowledge or skills among participants.

83. The principle of curriculum development that suggests content should be related and build upon each other, both within a subject and across different subjects, is the principle of:
(A) Forward-looking
(B) Flexibility
(C) Integration and Correlation
(D) Utility

84. The 'Competency Based Approach' to instruction primarily focuses on:
(A) The teacher's lecture notes.
(B) The demonstration of specified skills by the learner.
(C) The history of the subject matter.
(D) The aesthetic value of the learning experience.

85. Which of the following is NOT a type of curriculum change?
(A) Substitution
(B) Alteration
(C) Financial Re-appropriation
(D) Restructuring

86. Which curriculum model would be most appropriate for a vocational training program designed to prepare students to be certified electricians?
(A) Individual Needs & Interests Model
(B) Competency Based Model
(C) Academic/Discipline Based Model
(D) Social Functions/Activities Model

87. Which National Level Statutory Body is primarily responsible for the maintenance of standards in university education in India?
(A) NCTE
(B) CBSE
(C) UGC
(D) NCERT

88. The 'Outcome Based Integrative Model' is characterized by its:
(A) Focus on integrating various academic disciplines around specific learning outcomes.
(B) Strict separation of all academic subjects.
(C) Primary emphasis on the process of learning rather than the results.
(D) Rejection of pre-defined learning outcomes in favor of emergent goals.

89. A teacher deciding to use a field trip to a museum to supplement the history curriculum is making a decision related to:
(A) Instructional Techniques and Material
(B) Philosophical Basis of Curriculum
(C) National Curriculum Policy
(D) Curriculum Benchmarking

90. Which statement is INCORRECT regarding the factors affecting curriculum change?
(A) Technological advancements can necessitate changes in curriculum content and delivery.
(B) Research in cognitive psychology can influence how curriculum is designed and taught.
(C) Curriculum change is unaffected by the political climate or government policies.
(D) Pressure from industry for a skilled workforce can be a major factor for change.

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91. Arrange the following models/concepts in the approximate chronological order of their conceptual development in curriculum theory.
P. Tyler's Rationale (Objectives-first model)
Q. CIPP Model (Decision-oriented evaluation)
R. Competency-Based Models (Performance focus)

S. Academic/Discipline-Based Structure (Content focus)
(A) P, S, Q, R
(B) S, P, Q, R
(C) S, Q, P, R
(D) P, Q, R, S

92. The sociological basis of curriculum that aims for 'socio-cultural reconstruction' would advocate for:
(A) A curriculum that reinforces existing social hierarchies.
(B) A curriculum that encourages students to critically examine and work to improve society.
(C) A curriculum that is isolated from societal issues.
(D) A curriculum based solely on ancient texts.

93. Consider the following key characteristics of Contemporary Models of curriculum design:
(i) Learner-centeredness
(ii) Rigidity and fixed content
(iii) Emphasis on outcomes and competencies
(iv) Integration of knowledge
(v) Teacher as the sole authority
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (i), (iii), and (iv) only
(C) (ii), (iv), and (v) only
(D) (i), (iii), and (v) only

94. The 'Input' stage of the CIPP Model of evaluation focuses on:
(A) Identifying and assessing alternative strategies and resources for achieving program goals.
(B) Monitoring the implementation process.
(C) Assessing the overall success of the project.
(D) Determining the needs and goals of the program.

95. What is the fundamental difference between 'instructional media' and 'instructional techniques'?
(A) Media are the tools or channels of communication (e.g., video, book), while techniques are the methods of using them (e.g., discussion, lecture).
(B) Media are the specific pedagogical methods, while techniques are the physical tools.
(C) Both terms are completely synonymous and interchangeable in educational theory.
(D) Media refers only to digital tools, while techniques refer only to traditional classroom methods.

96. Which evaluation model would be most concerned with answering the question: "To what extent were the pre-determined objectives achieved?"
(A) Scriven's Model
(B) Stakes' Model
(C) Tyler's Model
(D) Kirkpatrick's Model

97. The role of students in curriculum change is best seen as:
(A) Passive recipients of the changed curriculum.
(B) Active participants who provide valuable feedback and perspectives.
(C) The sole decision-makers in the curriculum change process.
(D) Irrelevant to the process of curriculum improvement.

98. The Social Functions/Activities Model of curriculum is also known as the:
(A) Academic Model
(B) Social Reconstruction Model
(C) Competency Model
(D) Learner-Centered Model

99. A curriculum designed with the primary goal of fostering democratic values, social justice, and active citizenship is drawing most heavily on which foundation?
(A) Psychological Basis (learner's needs)
(B) Academic Basis (subject matter)
(C) Philosophical Basis (democratic values)
(D) Economic Basis (workforce needs)

100. Match List I with List II.
List I (Level of Kirkpatrick's Model):
P. Level 1
Q. Level 2
R. Level 3
S. Level 4
List II (What is Measured):
1. Learning (Knowledge, Skills, Attitude)
2. Results (Impact on business or environment)

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3. Reaction (Participant satisfaction)
4. Behavior (Application of learning)

(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

101. A research study that deeply explores a single curriculum implementation case in its real-life context is an example of what type of research?
(A) Experimental Research
(B) Correlational Research
(C) Case Study Research
(D) Historical Research

102. Which of the following best defines an 'Instructional System'?
(A) A single textbook used for a course.
(B) The combination of people, materials, and procedures organized to achieve learning objectives.
(C) The annual examination schedule.
(D) A government policy on education.

103. In the CIPP model, 'Product' evaluation corresponds most closely to what type of evaluation?
(A) Formative Evaluation
(B) Diagnostic Evaluation
(C) Summative Evaluation
(D) Process Evaluation

104. Which of the following is an example of an 'approach to curriculum change'?
(A) The CIPP evaluation model.
(B) The top-down or administrative approach.
(C) The psychological foundation of curriculum.
(D) The principle of flexibility.

105. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Curriculum transaction is a mechanical process of simply delivering content from the textbook.
Reason (R): Effective curriculum transaction involves dynamic interaction between teacher, student, and content, requiring varied instructional techniques and media.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

106. The philosophical basis of curriculum helps educators decide:
(A) Which instructional media to use.
(B) What is the fundamental purpose of education and what knowledge is of most worth.
(C) How to schedule classes in a timetable.
(D) The statistical methods for analyzing test scores.

107. Which statement accurately distinguishes between the Competency Based Model and the Academic Model?
(A) The Competency model focuses on 'doing', while the Academic model focuses on 'knowing'.
(B) The Competency model is traditional, while the Academic model is contemporary.
(C) The Competency model focuses on social issues, while the Academic model focuses on student interest.
(D) Both models are identical in their approach and focus.

108. Which of the following is NOT a responsibility of the UGC concerning curriculum?
(A) Prescribing the uniform school curriculum for classes 1-12.
(B) Promoting and coordinating university education.
(C) Setting standards for teaching and examination in universities.
(D) Providing grants to universities and colleges.

109. Consider the following curriculum design models:
(i) Academic/Discipline Based Model
(ii) Competency Based Model
(iii) Social Functions/Activities Model
(iv) Individual Needs & Interests Model
(v) Outcome Based Integrative Model
Which of the above statement(s) is/are correct examples of Contemporary Models?
(A) (i), (ii), and (iii) only
(B) (i), (iv), and (v) only
(C) (ii), (iii), (iv), and (v) only

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P. Implementing the new curriculum
Q. Evaluating the effectiveness of the new curriculum
R. Identifying the need for change
S. Planning and developing the new curriculum
(A) R, S, P, Q
(B) S, R, P, Q
(C) R, P, S, Q
(D) P, Q, S, R

130. The Individual Needs & Interests Model is most closely associated with which educational philosophy?
(A) Progressivism
(B) Perennialism
(C) Essentialism
(D) Reconstructionism

131. In the context of curriculum change, 'alteration' refers to:
(A) Minor changes or additions to the existing curriculum, such as adding a new unit.
(B) A complete overhaul of the curriculum structure.
(C) Replacing the entire curriculum with a new one.
(D) A fundamental shift in the philosophical values underpinning the curriculum.

132. Which of the following is a key feature of the 'Academic Approach' to instruction?
(A) Emphasis on performance-based tasks.
(B) Emphasis on the logical structure and content of the subject matter.
(C) Emphasis on student's personal interests and choices.
(D) Emphasis on solving immediate community problems.

133. Which of the following curriculum models explicitly includes 'Context' as a primary component for evaluation and planning?
(A) Tyler's Model
(B) CIPP Model
(C) Stakes' Model
(D) Scriven's Model

134. Which of the following statements about curriculum research is correct?
(A) It is limited to developing new theories and has no practical application.
(B) It encompasses a wide range of inquiries from philosophical to practical action research.
(C) It is exclusively concerned with the history of education.
(D) It is only conducted by national-level government agencies.

135. When a teacher uses a variety of methods like lecture, group work, project-based learning, and peer tutoring, they are focusing on which aspect of the curriculum?
(A) Curriculum foundations
(B) Curriculum transaction
(C) Curriculum evaluation
(D) Curriculum design

136. The 'democratic' philosophical base for curriculum planning would prioritize the development of:
(A) Skills of critical thinking, collaboration, and respect for diversity.
(B) Unquestioning obedience to authority.
(C) Individualism to the exclusion of social responsibility.
(D) Rote memorization of factual information.

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137. Consider the following factors:
(i) Teacher resistance
(ii) Advancements in knowledge
(iii) Societal demands
(iv) Financial constraints
(v) Administrative support
Which of the above are considered potential factors that affect curriculum change?
(A) (i) and (ii) only
(B) (i), (iii), and (v) only
(C) (ii), (iii), and (iv) only
(D) All (i), (ii), (iii), (iv), and (v)

138. The primary focus of the 'Process' stage of the CIPP model is to:
(A) Determine the project's objectives.
(B) Assess the final impact of the project.
(C) Monitor the project's implementation and identify any procedural barriers.
(D) Decide which of the alternative strategies is best.

worksheets to address this gap. This is a small-scale application of which curriculum model's logic?
(A) Social Functions/Activities Model
(B) Academic/Discipline Based Model
(C) Intervention Model
(D) Outcome Based Integrative Model

120. Which of the following is NOT a type of research in curriculum studies?
(A) Philosophical Research
(B) Historical Research
(C) Action Research
(D) Market Capitalization Research

121. Consider the following statements.
Statement I: Curriculum is a broader concept than syllabus.
Statement II: Syllabus provides the specific outline of topics to be covered within a subject, while curriculum encompasses all learning experiences.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

122. Consider the following aspects of curriculum planning:
(i) Social change and modernization
(ii) Cultural heritage and values
(iii) Democratic principles and citizenship
(iv) The cognitive developmental stages of a child
Which of the above statement(s) is/are typically considered under the 'Sociological Basis'?
(A) (iv) only
(B) (i) and (ii) only
(C) (i), (ii), and (iii) only
(D) All (i), (ii), (iii), and (iv)

123. The 'Congruence-Contingency' model of evaluation was proposed by:
(A) Michael Scriven
(B) Robert Stake
(C) Ralph Tyler
(D) Daniel Stufflebeam

124. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): National level statutory bodies like UGC and NCTE play a significant role in curriculum development in India.
Reason (R): They provide guidelines, frameworks, and benchmarks to ensure quality and relevance in education across the country, but they do not design the daily lesson plans for teachers.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

125. The process of enhancing curriculum transaction involves all the following EXCEPT:
(A) Using a variety of instructional techniques.
(B) Selecting appropriate instructional media and materials.
(C) Creating a rigid, teacher-dominated classroom environment.
(D) Fostering active student engagement and participation.

126. A curriculum that focuses on developing practical skills, problem-solving abilities, and attributes required for a specific profession is best described as:
(A) Competency-Based
(B) Discipline-Based
(C) Needs and Interests-Based
(D) Social Reconstructionist

127. Which evaluation model explicitly distinguishes between formative evaluation (for improvement) and summative evaluation (for judgment)?
(A) Tyler's Model
(B) Stakes' Model
(C) Scriven's Model
(D) Kirkpatrick's Model

128. The final stage in the traditional process of curriculum development is:
(A) Selection of content
(B) Formulation of objectives
(C) Evaluation
(D) Organization of learning experiences

129. Arrange the following steps of curriculum change in a logical order:

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188. Which of the following statements about curriculum change is FALSE?
(A) It can be a complex and challenging process.
(B) It is often influenced by social, political, and economic factors.
(C) The role of the teacher is minimal and unimportant in the change process.
(D) Successful change often requires administrative support and leadership.

189. Consider the following features of curriculum models:
(i) Academic model is content-oriented.
(ii) Competency model is performance-oriented.
(iii) Social reconstruction model is society-oriented.
(iv) Individual needs model is learner-oriented.
(v) Intervention model is problem-oriented.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (i), (ii), [iv], and (v) only
(C) (ii), (iii), and (iv) only
(D) All (i), (ii), (iii), (iv), and (v) are correct

190. The concept of 'benchmarking' in curriculum involves:
(A) Comparing curriculum performance against an established standard or best practice.
(B) Ignoring what other institutions are doing.
(C) Focusing only on the financial aspects of education.
(D) A method for selecting students for admission.

191. The use of a debate as a teaching method in a civics class is an example of an:
(A) Instructional Medium
(B) Instructional Technique
(C) Instructional System
(D) Instructional Foundation

192. Which evaluation model's name is an acronym for the four stages of evaluation it proposes?
(A) Tyler's Model
(B) CIPP Model
(C) Stakes' Model
(D) Scriven's Model

193. Match List I with List II.
List I (Type of Curriculum Change):
P. Substitution
Q. Alteration
R. Restructuring
S. Value Orientation
List II (Example):
1. Introducing a new unit on 'Climate Change' into the science syllabus.
2. Shifting the entire school philosophy from teacher-centered to project-based learning.
3. Replacing one prescribed novel with another in an English literature class.
4. Reorganizing separate science subjects into an integrated science course.
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

194. The philosophical foundation of a curriculum is concerned with questions about:
(A) The nature of knowledge, values, and the purpose of schooling.
(B) The stages of child development.
(C) The needs of the job market.
(D) The most effective use of technology.

195. The primary audience for the CIPP evaluation model is:
(A) Decision-makers
(B) Historians
(C) Students
(D) Media

196. The main idea behind the Social Functions/ Activities Model is that curriculum should be derived from:
(A) An analysis of the functions and activities of life in contemporary society.
(B) The classic texts of Western civilization.
(C) The psychological needs of the individual child.
(D) The logical structure of academic disciplines.

197. Which of the following is NOT a primary role of an educational administrator in curriculum improvement?
(A) Personally teaching all the new curriculum content.
(B) Providing leadership for change.
(C) Securing and allocating necessary resources.
(D) Facilitating communication among

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139. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The social reconstruction model of curriculum design encourages students to be passive observers of society.
Reason (R): This model aims to use education as a tool to address and solve social problems, requiring active student engagement with real-world issues.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

140. Which of the following is NOT a level in Kirkpatrick's model of evaluation?
(A) Reaction
(B) Learning
(C) Behavior
(D) Context

141. A research study that aims to understand the lived experiences of teachers implementing a new, challenging curriculum would be an example of:
(A) Experimental Research
(B) Qualitative Research (e.g., phenomenology or ethnography)
(C) Historical Research
(D) Correlational Research

142. Match List I with List II.
List I (Curriculum Model):
P. Competency Based Model
Q. Social Reconstruction Model
R. Academic/Discipline Based Model
S. Individual Needs & Interests Model
List II (Core Idea):
1. Curriculum as a means to reform society.
2. Curriculum as a body of structured knowledge.
3. Curriculum as a path to demonstrated performance.
4. Curriculum as an experience based on learner's growth.
(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

143. Which of the following represents the concept of 'curriculum improvement'?
(A) A one-time, radical change of the entire curriculum.
(B) The continuous and ongoing process of making the curriculum better.
(C) The process of writing the initial curriculum document.
(D) The act of simply replacing one textbook with another.

144. The 'Outcome Based Integrative Model' is 'integrative' because it:
(A) Integrates the teacher's personal philosophy into the curriculum.
(B) Seeks to integrate knowledge and skills from different disciplines to achieve a specific outcome.
(C) Integrates the financial budget into curriculum planning.
(D) Integrates traditional and modern teaching methods without a clear goal.

145. Consider the statement: "The curriculum must be based on the enduring, structured knowledge of academic disciplines passed down through generations." This reflects the philosophy of which model?
(A) Competency Based Model
(B) Individual Needs & Interests Model
(C) Social Functions/Activities Model
(D) Academic/Discipline Based Model

146. Which of the following is a primary function of the National Council for Teacher Education (NCTE)?
(A) To conduct secondary school examinations.
(B) To regulate and maintain norms and standards in the teacher education system.
(C) To provide grants for research in pure sciences.
(D) To design curriculum for all undergraduate arts and science courses.

147. Stake's evaluation model is considered more 'responsive' than Tyler's model because it:
(A) Adapts the evaluation questions to the concerns and issues of the people involved.
(B) Ignores the needs of stakeholders.

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(C) Focuses only on quantitative data.
(D) Adheres strictly to the pre-stated objectives without any flexibility.

148. Consider the following approaches to curriculum change:
(i) Administrative (Top-down) approach
(ii) Grass-roots (Bottom-up) approach
(iii) Demonstrative approach
(iv) CIPP model approach
Which of the above statement(s) is/are correct?
(A) (i) only
(B) (i) and (ii) only
(C) (i), (ii), and (iii) only
(D) All (i), (ii), (iii), and (iv)

149. The psychological basis of curriculum planning is LEAST concerned with:
(A) The student's learning process.
(B) The student's readiness and maturation.
(C) The national economic policy.
(D) The student's interests and motivation.

150. A curriculum change that results from a fundamental shift in the educational philosophy of a school (e.g., from a teacher-centered to a learner-centered approach) is best described as:
(A) Substitution
(B) Alteration
(C) Restructuring
(D) Value orientation change

151. Which of the following is the best example of leveraging instructional media to enhance curriculum transaction?
(A) A teacher writing notes on a chalkboard.
(B) A teacher using an interactive simulation to teach the laws of motion.
(C) A teacher asking students to read a chapter silently.
(D) A teacher giving a final exam.

152. In the context of curriculum evaluation, Scriven's idea of 'goal-free evaluation' implies that the evaluator should:
(A) Only focus on whether the stated goals were met.
(B) Avoid looking at the goals and instead assess the actual effects of the program.
(C) Set their own goals for the program being evaluated.
(D) Conclude that the program has no goals.

153. A high school introduces a new curriculum where students spend one day a week interning at local businesses to connect classroom learning with real-world work. This curriculum is strongly influenced by which foundation?
(A) Philosophical basis of idealism
(B) Sociological basis of workforce needs
(C) Psychological basis of psychoanalysis
(D) Historical basis of classical education

154. The 'Antecedents' in Stake's evaluation model refer to:
(A) The outcomes or effects of the educational program.
(B) The interactions that occur between teachers and students.
(C) Any condition existing prior to teaching and learning that may relate to outcomes.
(D) The official objectives stated in the curriculum document.

155. Consider the following statements regarding approaches to curriculum change.
Statement I: A 'top-down' approach involves decisions made by higher authorities and passed down to teachers for implementation.
Statement II: A 'bottom-up' approach starts with the initiatives and involvement of teachers and local schools.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

156. The role of a university in curriculum development primarily involves:
(A) Designing and updating syllabi for its various departments and affiliated colleges.
(B) Setting curriculum for primary schools.
(C) Regulating teacher training institutes.
(D) Publishing textbooks for K-12 education.

157. Which curriculum model is most likely to use learning contracts and project-based learning where students have a significant say in what and how they learn?
(A) Academic/Discipline Based Model
(B) Individual Needs & Interests Model
(C) Social Functions/Activities Model

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(D) Traditional Model

158. Consider the following stakeholders:
(i) Students
(ii) Teachers
(iii) Educational Administrators
(iv) Parents and Community members
Which of the above are involved in curriculum change and improvement?
(A) (i) and (ii) only
(B) (i), (ii), and (iii) only
(C) (ii) and (iii) only
(D) (i), (ii), (iii), and (iv) are all potential stakeholders

159. The 'C' in the CIPP model stands for:
(A) Content
(B) Context
(C) Competency
(D) Curriculum

160. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): An effective instructional system can function without any instructional materials.
Reason (R): Instructional materials like textbooks, videos, and software are crucial components that provide the substance and medium for learning within an instructional system.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

161. An evaluation conducted during the process of curriculum development to provide feedback for improvement is called:
(A) Summative evaluation
(B) Formative evaluation
(C) Product evaluation
(D) Impact evaluation

162. The 'scope of curriculum research' refers to:
(A) The range of topics and questions that can be investigated within the field of curriculum studies.
(B) The specific research methodology to be used.
(C) The geographical area where the research is conducted.
(D) The funding limits for a research project.

163. The principle of curriculum construction that advocates for preparing students for future life and challenges is the:
(A) Principle of forward-looking (futuristic)
(B) Principle of conservation
(C) Principle of correlation
(D) Principle of past-orientation

164. In the CIPP model, which component focuses on assessing the implementation and operation of a curriculum program?
(A) Context
(B) Input
(C) Process
(D) Product

165. The most significant barrier to curriculum change is often:
(A) The human element, including attitudes, beliefs, and fear of the unknown.
(B) The lack of available research.
(C) The perfect design of the existing curriculum.
(D) The absence of national policy guidelines.

166. Which of the following correctly pairs a curriculum evaluation model with its main proponent/developer?
(A) CIPP Model - Ralph Tyler
(B) Responsive Model - Daniel Stufflebeam
(C) Goal-Free Model - Robert Stake
(D) Objectives-Based Model - Ralph Tyler

167. Which of the following is NOT a strategy of curriculum development?
(A) Subject-centered strategy
(B) Learner-centered strategy
(C) Problem-centered strategy
(D) Teacher-salary-centered strategy

168. A college decides to create a new interdisciplinary course titled "Science, Technology, and Society" that draws content from physics, sociology, history, and ethics to help students understand

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the societal impact of technology. This is a clear example of which curriculum design model?
(A) Academic/Discipline Based Model (in its pure form)
(B) Outcome Based Integrative Model
(C) Individual Needs & Interests Model
(D) Intervention Model

169. Match List I with List II.
List I (Foundation):
P. Philosophical
Q. Sociological
R. Psychological
S. National
List II (Guiding Question):
1. How do individuals learn best?
2. What values should our nation's education reflect?
3. What is the purpose of education?
4. What does society need from its educated citizens?
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-1, R-4, S-3

170. Consider the following characteristics:
(i) Teacher-centric
(ii) Content-focused
(iii) Rigid structure
(iv) Emphasis on rote memorization
(v) Learner-centric
Which of the above statement(s) is/are characteristics of a Traditional Model of curriculum design?
(A) (i), (ii), and (v) only
(B) (iii), (iv), and (v) only
(C) (i), (ii), (iii), and (iv) only
(D) (i), (ii), and (iv) only

171. A 'bottom-up' approach to curriculum change is characterized by:
(A) Directives coming from the Ministry of Education.
(B) Innovations and initiatives originating from classroom teachers.
(C) A rigid and non-participatory process.
(D) Changes being mandated by university officials.

172. The ultimate goal of the "Product" evaluation in the CIPP model is to:
(A) Monitor the day-to-day activities of the program.
(B) Identify the initial needs of the target population.
(C) Make a judgment on the overall worth and success of the program.
(D) Select the best possible strategy before implementation.

173. The 'Transactions' in Stake's Responsive Evaluation model refer to:
(A) The financial costs associated with the curriculum.
(B) The final test scores of the students.
(C) The dynamic activities and interactions of the teaching-learning process.
(D) The conditions that existed before the curriculum was implemented.

174. A primary school curriculum designed around themes like 'Our Community', 'Health and Hygiene', and 'The Environment' rather than separate subjects like history, geography, and science, is an example of a(n):
(A) Academic/Discipline Based approach
(B) Integrative approach
(C) Competency Based approach
(D) Intervention approach

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175. The role of the teacher in a curriculum based on the 'Individual Needs and Interests' model is that of a:
(A) Facilitator and guide
(B) Disciplinarian and content dispenser
(C) Evaluator and grader only
(D) Passive observer

176. Which of the following is an INCORRECT statement regarding the process of curriculum development?
(A) It is a dynamic and continuous process.
(B) It involves making choices about content and learning experiences.
(C) It ends permanently once a curriculum document is printed.
(D) It should be based on sound philosophical, sociological, and psychological foundations.

177. A medical school designs its curriculum around a series of tasks that a competent doctor must be able to perform (e.g., 'diagnosing common illnesses', 'performing basic surgical procedures'). This is a classic application of the:
(A) Academic/Discipline Based Model
(B) Competency Based Model
(C) Social Reconstruction Model
(D) Individual Needs & Interests Model

178. Which of the following would be considered a topic within the 'Scope of Curriculum Research'?
(A) The effect of using simulation software on student understanding of a concept.
(B) The history of curriculum changes in a specific country.
(C) A comparative study of different curriculum evaluation models.
(D) All of the above.

179. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Curriculum benchmarking is a process of setting low, easily achievable standards.
Reason (R): Benchmarking involves identifying 'best practices' in other leading institutions to use them as a reference point for improving one's own curriculum's quality and performance.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

180. The main difference between curriculum and syllabus is that:
(A) Curriculum includes the total learning experiences, while syllabus is the content outline of a subject.
(B) Syllabus is broader than curriculum.
(C) Curriculum is prepared by the teacher, while syllabus is prepared by students.
(D) There is no difference; the terms are interchangeable.

181. An approach to curriculum evaluation that focuses on providing information for decision-making is central to which model?
(A) Tyler's Model
(B) CIPP Model
(C) Scriven's Model
(D) Stake's Model

182. Which of the following factors is an external pressure for curriculum change?
(A) New government educational policies
(B) Teachers' lack of training
(C) Students' poor performance
(D) Inadequate school facilities

183. Which of the following is considered a 'Contemporary' curriculum model?
(A) Academic/Discipline Based Model
(B) Outcome Based Integrative Model
(C) Subject-Centered Model
(D) Content-Based Model

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184. The 'Competency Based Approach' to curriculum and instruction is most closely aligned with which curriculum model?
(A) Competency Based Model
(B) Individual Needs & Interests Model
(C) Academic/Discipline Based Model
(D) Social Functions/Activities Model

185. A teacher who conducts a small-scale research project in her own classroom to improve her teaching method is engaging in:
(A) Action Research
(B) Historical Research
(C) Fundamental Research
(D) Philosophical Research

186. Which of the following correctly lists the four major components of the CIPP evaluation model?
(A) Context, Input, Process, Product
(B) Content, Instruction, Process, Program
(C) Curriculum, Instruction, People, Places
(D) Concept, Input, Practice, Progress

187. "What learning experiences must be provided to achieve the stated purposes?" This question is a key component of which curriculum theorist's framework?
(A) Ralph Tyler
(B) Michael Scriven
(C) Robert Stake
(D) Daniel Stufflebeam

(D) All of the above

110. Which factor is an internal factor affecting curriculum change?
(A) Government policy changes
(B) Societal pressure groups
(C) Teacher's attitude and competence
(D) Technological advancements in society

111. 'Context' evaluation in the CIPP model is a form of:
(A) Summative assessment
(B) Product analysis
(C) Needs assessment
(D) Process monitoring

112. The most appropriate term for all the planned and unplanned learning that takes place in a school environment is:
(A) Syllabus
(B) Curriculum
(C) Textbook
(D) Lesson Plan

113. In a school following the Individual Needs & Interests Model, the curriculum would likely be:
(A) Standardized and uniform for all students in a grade.
(B) Highly flexible, differentiated, and co-constructed with students.
(C) Based strictly on a list of job-related competencies.
(D) Organized around traditional academic subject boundaries.

114. The primary goal of research in curriculum studies is to:
(A) Generate revenue for the institution.
(B) Improve the theory and practice of curriculum development, transaction, and evaluation.
(C) Fulfill a bureaucratic requirement for accreditation.
(D) Criticize existing practices without offering alternatives.

115. A university revises its journalism curriculum to include mandatory courses on digital media, data journalism, and social media ethics in response to changes in the media industry. This is an example of curriculum change driven by:
(A) Philosophical shifts
(B) Psychological theories
(C) Societal and technological factors
(D) A desire to return to traditional methods

116. Match List I with List II regarding approaches to curriculum change.
List I (Approach to Change):
P. Top-down approach
Q. Bottom-up approach
R. Participatory approach
S. Bureaucratic approach
List II (Description):
1. Change initiated and driven by teachers/ practitioners.
2. Change mandated by central authority or administration.
3. Change driven by formal rules and procedures.
4. Change developed collaboratively with all stakeholders.
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

117. The 'Intervention Model' of curriculum is best described as:
(A) A reactive, problem-focused strategy to fix a specific curricular weakness.
(B) A holistic, long-term curriculum design strategy.
(C) A model based on the structure of academic disciplines.
(D) A model that gives students complete control over their learning.

118. Which of the following is an INCORRECT statement about Tyler's Model of curriculum evaluation?
(A) It starts with clearly defined objectives.
(B) It assesses the congruence between objectives and outcomes.
(C) It is also known as the "objectives-based" model.
(D) It primarily focuses on unintended and side-effects of the curriculum.

119. A teacher notices that students are struggling with a specific concept in mathematics. She designs a series of targeted activities and

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teachers, students, and parents.

198. Consider the following statements about curriculum evaluation models.
Statement I: Tyler's model is an objectives-oriented model.
Statement II: Scriven's model introduced the idea of goal-free evaluation.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

199. A curriculum is said to be based on the 'psychological foundation' when it is designed by considering:
(A) The demands of the society.
(B) The nature of knowledge.
(C) The learner's abilities, growth patterns, and learning processes.
(D) The national development goals.

200. The level of Kirkpatrick's model that measures the tangible impact of the training on the organization, such as increased productivity or reduced costs, is:
(A) Level 4: Results
(B) Level 1: Reaction
(C) Level 2: Learning
(D) Level 3: Behavior

201. The 'Academic/Discipline Based Model' of curriculum is often criticized for being:
(A) Too focused on the learner's interests.
(B) Potentially detached from real-life applications and societal relevance.
(C) Lacking in intellectual rigor and content.
(D) Overly concerned with developing practical job skills.

202. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): Students have no role to play in curriculum change.
Reason (R): Students are the primary consumers of the curriculum, and their feedback on its relevance, difficulty, and engagement is a valuable source of information for improvement.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

203. A research study that systematically investigates the relationship between two or more variables in curriculum, such as student motivation and type of instructional material, is known as:
(A) Correlational Research
(B) Historical Research
(C) Philosophical Research
(D) Action Research

204. Which of the following would best enhance curriculum transaction?
(A) Using a variety of instructional techniques and media tailored to the content and learners.
(B) Strict adherence to a single teaching method for all students and subjects.
(C) Minimizing student interaction to cover more content quickly.
(D) Relying solely on the textbook as the only source of information.

205. The model that focuses on designing a curriculum to rectify a specific, identified weakness in an existing program is the:
(A) CIPP Model
(B) Intervention Model
(C) Academic Model
(D) Social Functions Model

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206. Which of the following statements about the foundations of curriculum is INCORRECT?
(A) The philosophical foundation addresses the 'why' of education.
(B) The foundations of curriculum are static and do not change over time.
(C) The sociological foundation connects curriculum to societal needs.
(D) The psychological foundation focuses on the 'how' of learning.

207. Consider the following characteristics of the Individual Needs & Interests Model:
(i) The curriculum is pre-planned and rigid.
(ii) The starting point is the learner's experiences and interests.
(iii) The teacher acts as a facilitator and resource

(C) Actively engaging students through varied instructional techniques.
(D) Using only one instructional material, the textbook.

247. The 'Competency-Based' model of curriculum is most closely related to which of the following approaches?
(A) An academic, discipline-focused approach.
(B) An outcome-based, performance-oriented approach.
(C) A social-reconstructionist approach.
(D) A learner-interest-driven approach.

248. The study of how the curriculum of a particular subject, like mathematics, has evolved over the past century falls under which type of curriculum research?
(A) Action Research
(B) Experimental Research
(C) Historical Research
(D) Case Study

249. The four components of the CIPP model are designed to provide a basis for:
(A) Four types of curriculum design.
(B) Four types of historical periods.
(C) Four types of decisions: planning, structuring, implementing, and recycling/ judging.
(D) Four types of student assessment.

250. Which foundation of curriculum planning would be most concerned with the question, "How can the curriculum promote the values of democracy, liberty, and justice?"
(A) Philosophical basis
(B) Sociological basis
(C) Psychological basis
(D) Economic basis

Direction : Please read the following source carefully.

The concept of curriculum extends far beyond a mere syllabus or list of subjects. It represents a comprehensive, planned sequence of instructional experiences provided to learners by an educational institution. The fundamental principles guiding its development emphasize relevance, flexibility, and learner-centricity, ensuring that the educational journey is both meaningful and adaptable to individual and societal needs. The process of curriculum development is a dynamic and cyclical activity, not a static, one-time event. It typically unfolds through several distinct stages, beginning with a thorough needs assessment and the formulation of clear educational objectives. This is followed by the design phase, where content and learning experiences are selected and organized. The subsequent stage is implementation, or the actual transaction of the curriculum in the classroom, which requires careful planning of instructional strategies and materials. Finally, the evaluation stage assesses the effectiveness of the curriculum in achieving its stated objectives, with the feedback from this stage informing necessary revisions and improvements, thus perpetuating the cycle. This structured progression ensures that the curriculum remains current, effective, and aligned with its foundational goals.

Based on the above source, attempt the following five questions.

251. Which of the following statements best encapsulates the concept of curriculum as described in the paragraph?
(A) A fixed list of academic subjects to be taught in a specific grade.
(B) A comprehensive plan of instructional experiences facilitated by an institution.
(C) A document outlining the final examination pattern and scoring.
(D) A collection of textbooks prescribed by a national educational body.

252. According to the source, the process of curriculum development is best described as:
(A) Cyclical and ongoing.
(B) Linear and conclusive.
(C) Static and permanent.
(D) Spontaneous and unstructured.

253. Based on the described stages of curriculum development, what is the logical precursor to the design phase?
(A) The implementation of instructional strategies in the classroom.
(B) The evaluation of the curriculum's overall effectiveness.
(C) The assessment of needs and formulation of objectives.
(D) The selection and organization of specific

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(C) Outcomes
(D) Contingencies

218. The scope of curriculum research is broad and includes the study of:
(A) The curriculum development process.
(B) Curriculum implementation and transaction.
(C) The impact and evaluation of curricula.
(D) All of the above.

219. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The CIPP Model is a model for curriculum design.
Reason (R): The CIPP model, developed by Daniel Stufflebeam, is primarily a comprehensive framework for curriculum evaluation, designed to guide decision-making through four stages: Context, Input, Process, and Product.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

220. Which statutory body in India is responsible for setting norms for teacher education curriculum?
(A) NCTE (National Council for Teacher Education)
(B) UGC (University Grants Commission)
(C) AICTE (All India Council for Technical Education)
(D) CBSE (Central Board of Secondary Education)

221. An evaluation of a curriculum that is conducted after the curriculum has been fully implemented to determine its overall effectiveness or worth is known as:
(A) Formative Evaluation
(B) Diagnostic Evaluation
(C) Summative Evaluation
(D) Process Evaluation

222. The most crucial element for the successful transaction of any curriculum is the:
(A) School building
(B) Competent and well-prepared teacher
(C) National education policy document
(D) Expensive technology

223. Which of the following represents a key concern of the sociological foundation of curriculum?
(A) How memory and cognition work.
(B) The relationship between education and social change.
(C) The eternal truths of classical literature.
(D) The structure of quantum physics.

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224. Consider the following statements about curriculum models:
(i) Traditional models are often teacher-centered and content-oriented.
(ii) Contemporary models tend to be more learner-centered and outcome-oriented.
(iii) The Academic/Discipline-based model is a contemporary model.
(iv) The Competency-based model is a traditional model.
Which of the above statement(s) is/are correct?
(A) (i) and (ii) only
(B) (iii) and (iv) only
(C) (i), (ii), and (iii) only
(D) (ii), (iii), and (iv) only

225. A teacher trying to solve a problem of student indiscipline in their classroom by systematically trying out and evaluating a new classroom management strategy is an example of:
(A) Fundamental Research
(B) Historical Research
(C) Action Research
(D) Experimental Research

226. The primary purpose of Tyler's model of curriculum evaluation is to determine:
(A) The cost-effectiveness of a program.
(B) The extent to which educational objectives are being attained.
(C) The unintended side effects of a program.
(D) The decision-making needs of administrators.

227. A school shifts its focus from teaching discrete subjects to implementing thematic units that address real-world problems. This represents a move towards which type of curriculum model?
(A) Purely Academic/Discipline Based Model
(B) Outcome Based Integrative Model or Social

engaging and developmentally appropriate.
(B) The curriculum must prepare students for specific job roles in society.
(C) The curriculum must reflect the dominant political ideology of the nation.
(D) The curriculum must be approved by key social and cultural institutions.

Direction : Please read the following source carefully.

The development and quality assurance of curriculum in a national education system involves the coordinated efforts of several statutory bodies, alongside institutional practices like benchmarking. National level bodies such as the University Grants Commission (UGC) and the National Council for Teacher Education (NCTE) play a pivotal role. The UGC is primarily responsible for the determination and maintenance of standards in university education, which includes providing guidelines for curriculum structure, content, and revision in higher education institutions. The NCTE, on the other hand, specifically governs the field of teacher education, regulating norms and standards for teacher education programs and developing model curricula to ensure the quality of future educators. At the institutional level, Universities possess a significant degree of autonomy in curriculum development, allowing them to design, implement, and periodically update courses based on academic advancements and local needs. To ensure these curricula are of high quality, the practice of benchmarking is employed. Benchmarking is a quality improvement process that involves systematically comparing an institution's curriculum, instructional practices, and performance outcomes against those of recognized leaders or established standards. This process helps universities identify areas for improvement and innovate their educational offerings, ensuring they remain competitive and effective.

Based on the above source, attempt the following five questions.

261. Which national body is specifically tasked with regulating the curriculum and standards for teacher education programs?
(A) University Grants Commission (UGC)
(B) All India Council for Technical Education (AICTE)
(C) National Council of Educational Research and Training (NCERT)
(D) National Council for Teacher Education (NCTE)

262. What is the primary purpose of benchmarking in the context of curriculum development?
(A) To enforce a uniform curriculum across all universities.
(B) To identify areas for improvement by comparing against established standards.
(C) To rank universities based on their curriculum quality.
(D) To secure additional government funding for curriculum design.

263. According to the passage, the role of the University Grants Commission (UGC) primarily involves:
(A) Directly writing the curriculum for all university courses.
(B) Conducting entrance examinations for all universities.
(C) Setting and maintaining standards for higher education curricula.
(D) Focusing exclusively on the curriculum for teacher training.

264. The passage suggests that universities have a degree of autonomy in curriculum development. This autonomy allows them to:
(A) Ignore the guidelines set by national bodies like the UGC.
(B) Change their curriculum on a daily basis without any formal process.
(C) Outsource their curriculum design process entirely to external agencies.
(D) Adapt their courses based on academic progress and regional requirements.

265. Based on the source, what is the relationship between national bodies (UGC, NCTE) and universities in curriculum development?
(A) National bodies provide a regulatory framework and guidelines, while universities handle specific design and implementation.
(B) National bodies dictate every detail of the curriculum, leaving no role for universities.
(C) Universities operate in complete isolation

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(B) It prioritizes student choice and interest above all else.
(C) It prioritizes the development of specific job-related skills.
(D) It prioritizes solving immediate social problems.

238. Consider the following types of research:
(i) Action Research
(ii) Historical Research
(iii) Experimental Research
(iv) Philosophical Research
(v) Corporate financial audit
Which of the above are considered types of research in curriculum studies?
(A) (i), (ii) and (v) only
(B) (i), (ii), (iii) and (iv) only
(C) (iii), (iv) and (v) only
(D) All of the above

239. The most significant difference between Tyler's model and Scriven's Goal-Free model of evaluation is that:
(A) Tyler focuses on intended objectives while Scriven also looks for unintended effects.
(B) Tyler's model is complex while Scriven's is simple.
(C) Tyler's model is for summative evaluation while Scriven's is for formative.
(D) Tyler's model is qualitative while Scriven's is quantitative.

240. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R).
Assertion (A): The 'Individual Needs & Interests Model' leads to a uniform curriculum for all students.
Reason (R): This model is based on the progressive philosophy that curriculum should be flexible and tailored to the unique developmental stage, abilities, and interests of each learner.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

241. What is the role of UGC in the context of curriculum development?
(A) To prescribe syllabi for primary schools.
(B) To set standards and provide a model curriculum framework for higher education.
(C) To conduct examinations for teacher recruitment.
(D) To regulate technical education institutions.

242. A curriculum that is planned, but not actually taught by the teacher in the classroom is often referred to as:
(A) The null curriculum
(B) The taught curriculum
(C) The learned curriculum
(D) The intended curriculum

243. The 'Intervention Model' is a strategy for curriculum:
(A) Design from scratch.
(B) Evaluation.
(C) Change and improvement.
(D) Philosophical inquiry.

244. The principle of child-centeredness in curriculum development means:
(A) The curriculum should be based on the psychological needs, interests, and abilities of the child.
(B) The curriculum should be designed solely by children.
(C) The curriculum should be easy and not challenge the child.
(D) The curriculum should ignore societal needs and focus only on the individual.

245. In which model of curriculum evaluation would an evaluator be most interested in describing the full reality of a program, including the different viewpoints of students, teachers, and administrators?
(A) Stakes' Responsive Model
(B) Tyler's Model
(C) Kirkpatrick's Model
(D) The pure Objectives Model

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246. Which of the following is a key strategy for enhancing curriculum transaction?
(A) Maintaining a rigid and unchanging teaching style.
(B) Discouraging questions to save time.

Functions Model
(C) Intervention Model
(D) A stricter traditional model

228. Which of the following is NOT a factor that influences curriculum change?
(A) The personal preferences of a single student.
(B) Research findings on how students learn.
(C) Economic and workforce demands of the society.
(D) Directives from national educational bodies.

229. Match List I with List II.
List I (Term):
P. Instructional System
Q. Instructional Media
R. Instructional Technique
S. Instructional Material
List II (Description):
1. The method used, e.g., lecture, discussion, role-play.
2. The physical object used, e.g., a textbook, a chart, a video.
3. The overall organized combination of people, materials, and methods.
4. The channel through which a message is conveyed, e.g., print, audio-visual.
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

230. The 'P' in CIPP stands for Process and Product. What does the second 'P' (Product) evaluate?
(A) The curriculum implementation process
(B) The overall outcomes and success of the curriculum
(C) The planning and design of the curriculum
(D) The problems and needs in the beginning

231. The idea that curriculum should focus on developing skills that are demonstrably mastered by the learner is the core of the:
(A) Academic/Discipline Based Model
(B) Competency Based Model
(C) Social Functions/Activities Model
(D) Individual Needs & Interests Model

232. An administrator who wants to foster curriculum improvement should adopt which role?
(A) An autocratic leader who dictates all changes.
(B) A facilitator who encourages collaboration and provides support.
(C) A detached observer who avoids involvement.
(D) A preservationist who resists all attempts at change.

233. The 'democratic' philosophical foundation for curriculum would be least likely to support:
(A) Cooperative learning activities.
(B) Student government and participation in school decisions.
(C) Authoritarian teaching methods and rote memorization.
(D) Debates on controversial social issues.

234. Consider the following statements regarding curriculum change.
Statement I: Curriculum change is a simple, linear process that is always welcomed by all stakeholders.
Statement II: Factors affecting curriculum change include societal needs, technological advancements, and the readiness of teachers.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

235. The 'Product' evaluation component of the CIPP model is essentially:
(A) A needs assessment.
(B) A formative evaluation.
(C) A process monitoring.
(D) A summative evaluation.

236. A curriculum designed to address issues of social justice, equity, and environmental sustainability is most aligned with which model?
(A) Academic/Discipline Based Model
(B) Social Functions/Activities Model (Social Reconstruction)
(C) Individual Needs & Interests Model
(D) Competency Based Model

237. Which of the following best describes the 'academic approach' to curriculum and instruction?
(A) Mastery of established knowledge within a subject field.

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learning content.

254. The principle of flexibility in curriculum development, as implied by the text, suggests that a curriculum should be:
(A) Rigidly structured to ensure uniform delivery.
(B) Unchanged for long periods to maintain consistency.
(C) Determined solely by the learners' immediate preferences.
(D) Adaptable to changing learner and societal contexts.

255. What is the primary function of the evaluation stage in the curriculum development cycle?
(A) To finalize the list of subjects for the next academic year.
(B) To select the appropriate instructional materials for teachers.
(C) To provide feedback for the revision and improvement of the curriculum.
(D) To punish teachers whose students do not perform well.

Direction : Please read the following source carefully.

The planning of any robust curriculum is anchored in several foundational bases that provide its rationale and direction. The philosophical bases are critical, as they align the curriculum with overarching national and democratic values. A curriculum rooted in democratic philosophy, for instance, would promote critical thinking, equality of opportunity, and active participation, reflecting the nation's core ethos. The sociological basis addresses the curriculum's role in society, particularly its function in socio-cultural reconstruction. From this perspective, the curriculum is not merely a tool for knowledge transmission but an agent of social change, designed to address societal issues, promote cultural heritage, and prepare students for their roles as constructive members of society. Complementing these are the psychological bases, which are grounded in our understanding of the learner. This foundation emphasizes that curriculum planning must consider the learner's needs, interests, developmental stages, and cognitive abilities. By focusing on how students learn best, their intrinsic motivations, and their readiness for different types of content, the psychological basis ensures that the curriculum is engaging, effective, and developmentally appropriate, fostering holistic growth rather than mere academic achievement.

Based on the above source, attempt the following five questions.

256. Which foundational basis of curriculum planning is most concerned with aligning educational content with a nation's core ethos and values like equality?
(A) Sociological basis
(B) Philosophical basis
(C) Psychological basis
(D) Historical basis

257. The idea of curriculum as an agent for social change and addressing societal problems is central to which foundation?
(A) The psychological basis focusing on learner interests.
(B) The philosophical basis focused on democratic ideals.
(C) The economic basis focused on workforce development.
(D) The sociological basis focused on socio-cultural reconstruction.

258. A curriculum designer who prioritizes the developmental stages, cognitive abilities, and intrinsic motivations of students is primarily drawing upon the:
(A) Psychological bases.
(B) Philosophical bases.
(C) Sociological bases.
(D) Administrative bases.

259. According to the passage, a curriculum that promotes critical thinking and active participation is a direct reflection of:
(A) a sociological emphasis on cultural transmission.
(B) a psychological focus on learner needs.
(C) a philosophical commitment to democratic values.
(D) a historical analysis of past curricula.

260. What is the primary implication of considering the psychological bases in curriculum planning?
(A) The curriculum must be designed to be

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the curriculum as a powerful tool for improving society. This model is designed around major social problems, functions of life, or persistent societal issues. The goal is to educate students to become agents of social change, equipping them with the knowledge and skills to critique and reconstruct societal norms and institutions. Learning is often interdisciplinary, project-based, and focused on real-world problems like environmental sustainability or social justice. In direct contrast, the Individual Needs & Interests Model is profoundly learner-centric. It posits that the curriculum should be built around the genuine interests, questions, and developmental needs of the individual student. This approach champions student choice and autonomy, allowing learners to pursue topics they are passionate about. The underlying belief is that learning is most effective when it is personally meaningful and driven by intrinsic motivation. The ultimate aim of this model is the self-actualization and holistic development of the individual learner, rather than a pre-defined societal agenda.

Based on the above source, attempt the following five questions.

271. A curriculum organized around themes like "Environmental Justice" and "Global Citizenship" would be most representative of which model?
(A) The Individual Needs & Interests Model.
(B) The Academic Discipline-Based Model.
(C) The Social Functions/Activities Model.
(D) The Competency-Based Model.

272. What is the primary goal of the Individual Needs & Interests Model of curriculum?
(A) To ensure all students master a standardized body of knowledge.
(B) To foster the self-actualization and personal development of the learner.
(C) To prepare students to solve major societal problems.
(D) To reconstruct social institutions through collective action.

273. The key philosophical difference between the Social Reconstructionist and the Individual Needs models lies in their primary focus, which is:
(A) Teacher-centric versus content-centric.
(B) Knowledge-centric versus skills-centric.
(C) Past-oriented versus future-oriented.
(D) Society-centric versus learner-centric.

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274. A curriculum that allows students to choose their own research projects based on personal curiosity and provides flexible learning pathways is an application of the:
(A) Individual Needs & Interests Model.
(B) Social Reconstructionist approach.
(C) Discipline-Based Model.
(D) Social Functions Model.

275. According to the Social Functions/Activities Model, the ideal graduate is someone who is:
(A) a master of a specific academic discipline.
(B) primarily focused on their own personal growth.
(C) equipped and motivated to act as an agent of social change.
(D) an expert in demonstrating technical competencies.

Direction : Please read the following source carefully.

Modern curriculum design incorporates sophisticated models that emphasize clear results and targeted solutions, such as the Outcome-Based Integrative Model and the Intervention Model. The Outcome-Based Integrative Model operates on the principle of "beginning with the end in mind." Instead of starting with a list of subjects or content to be covered, this approach begins by defining the explicit outcomes—the specific knowledge, skills, and attitudes—that students should possess upon completion of the program. The entire curriculum, including instructional strategies, learning materials, and assessment methods, is then designed backward from these predetermined outcomes to ensure direct alignment. The "integrative" aspect of this model suggests that it often transcends traditional subject boundaries, integrating content and skills from various disciplines to achieve a holistic outcome. In contrast, the Intervention Model is more specialized and targeted. It is not intended as a comprehensive curriculum for all learners, but rather as a specific program designed to address an identified problem, learning gap, or deficiency within a particular group of students. For example, an intervention curriculum might

from the guidelines of national bodies.
(D) Universities are responsible for funding national bodies to support curriculum development.

Direction : Please read the following source carefully.

Models of curriculum design provide frameworks for organizing learning experiences, and they can be broadly categorized into traditional and contemporary approaches. The Academic or Discipline-Based Model is a quintessential traditional approach. It organizes the curriculum around distinct subjects or disciplines such as history, mathematics, and chemistry. The primary focus of this model is the mastery of content and the transmission of knowledge accumulated within these fields. Learning is structured logically according to the internal logic of the subject matter, and the teacher often acts as a subject matter expert transmitting this knowledge to students. In contrast, the Competency-Based Model represents a significant shift towards a more contemporary, learner-centered paradigm. This model is not organized around subjects, but around specific, demonstrable competencies—integrated sets of knowledge, skills, and attitudes that students are expected to acquire. The emphasis is on the practical application of learning and the outcomes of education. Instead of focusing on what content students have been exposed to, the Competency-Based Model assesses what students are capable of doing as a result of their learning, ensuring they are prepared for real-world challenges.

Based on the above source, attempt the following five questions.

266. What is the central organizing principle of the Academic/Discipline-Based Model of curriculum?
(A) The demonstration of specific skills by learners.
(B) The distinct subject matter of academic fields.
(C) The social problems that need to be addressed.
(D) The individual interests and needs of the students.

267. A key difference between the Competency-Based Model and the Academic Model is that the former emphasizes:
(A) The logical structure of the subject matter.
(B) The student's ability to apply knowledge and skills.
(C) The historical development of a discipline.
(D) The amount of time spent in the classroom.

268. In a curriculum designed using the Discipline-Based Model, the teacher's primary role is typically that of a:
(A) Subject matter expert transmitting knowledge.
(B) Facilitator of group projects.
(C) Co-learner exploring topics with students.
(D) Counselor addressing students' emotional needs.

269. Which question is most relevant to a curriculum evaluator assessing a program based on the Competency-Based Model?
(A) "Has all the prescribed content from the textbook been covered?"
(B) "Do students understand the historical origins of the discipline?"
(C) "Can students demonstrate the required skills for this unit?"
(D) "Did the teacher follow the sequential order of the chapters?"

270. The shift from a traditional to a contemporary model, as exemplified by the move from an Academic to a Competency-Based approach, represents a shift in focus from:
(A) practical application to theoretical knowledge.
(B) learner outcomes to content coverage.
(C) demonstrable skills to abstract concepts.
(D) content transmission to performance outcomes.

Direction : Please read the following source carefully.

Among the various contemporary models of curriculum design, two distinct approaches prioritize different aspects of the educational experience: the Social Functions/Activities Model and the Individual Needs & Interests Model. The Social Functions/Activities Model, also known as the Social Reconstructionist approach, views

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person.
(iv) The focus is on personal growth and development.
(v) Emphasis is on rote memorization of facts.
Which of the above statement(s) is/are correct?
(A) (i), (ii), and (iii) only
(B) (ii), (iii), and (iv) only
(C) (i), (iv), and (v) only
(D) (ii), (iv), and (v) only

208. The main purpose of the 'Input' evaluation in the CIPP model is to help decision-makers:
(A) Choose the best strategy or plan to meet the identified needs.
(B) Understand the context and needs.
(C) Monitor the implementation of the chosen plan.
(D) Judge the final success of the entire effort.

209. The "Academic Approach to Instruction" would most likely involve:
(A) Lectures, readings, and discussions centered on the core concepts of a discipline.
(B) Activities focused on team-building and social skills.
(C) Projects designed to solve a local community problem.
(D) Vocational training for a specific job.

210. A curriculum change is more likely to be successful if:
(A) Teachers are involved in the planning and development process.
(B) It is imposed on teachers without their input.
(C) It does not require any new resources or training.
(D) It is kept secret from parents and students.

211. Which of the following is a primary characteristic of the CIPP model of evaluation?
(A) It is focused on objectives and outcomes only.
(B) It is primarily descriptive and responsive.
(C) It is focused only on the final product, ignoring the process.
(D) It is decision-oriented and provides information for program management.

212. A "grass-roots" or "bottom-up" approach to curriculum change implies that initiatives for change originate from:
(A) The Central Government
(B) The State Education Department
(C) Classroom teachers and local schools
(D) University Administrators

213. The question "Did the participants enjoy the training?" is addressed at which level of Kirkpatrick's model?
(A) Level 4: Results
(B) Level 3: Behavior
(C) Level 2: Learning
(D) Level 1: Reaction

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214. The 'national' basis of curriculum planning ensures that the curriculum:
(A) Reflects the values, aspirations, and identity of the nation.
(B) Is identical to curricula in other countries.
(C) Focuses only on national history to the exclusion of world history.
(D) Is developed without input from local or regional bodies.

215. Arrange the following curriculum development activities in a typical logical order.
P. Selection of appropriate instructional strategies.
Q. Formulation of learning objectives.
R. Selection of content/subject matter.
S. Planning of evaluation procedures.
(A) Q, R, P, S
(B) R, Q, P, S
(C) P, Q, R, S
(D) Q, P, R, S

216. A curriculum model that defines learning as the acquisition of specific, demonstrable skills is the:
(A) Social Reconstruction Model
(B) Academic Model
(C) Competency Based Model
(D) Individual Needs Model

217. In Stake's Model, the term for the actual activities and interactions within the classroom (the teaching-learning process) is:
(A) Transactions
(B) Antecedents

be created to improve reading comprehension for a small group of struggling readers or to provide advanced enrichment for gifted students. Its focus is narrow, its purpose is remedial or accelerative, and its success is measured by its effectiveness in resolving the specific issue it was designed to target.

Based on the above source, attempt the following five questions.

276. The defining characteristic of the Outcome-Based Integrative Model is that curriculum design:
(A) begins by defining the desired end results for students.
(B) starts with the selection of textbooks and content.
(C) is based on the specific interests of the teachers.
(D) focuses on replicating traditional subject structures.

277. The Intervention Model of curriculum would be most appropriately used to:
(A) design a complete four-year undergraduate degree program.
(B) create a national curriculum for all primary school students.
(C) replace all existing subject-based curricula with a new framework.
(D) develop a targeted program to improve mathematical skills in a specific group.

278. The term "integrative" in the Outcome-Based Integrative Model implies that the curriculum:
(A) is identical for every student without variation.
(B) may combine content and skills from multiple disciplines.
(C) strictly separates all academic subjects.
(D) is designed and implemented by a single teacher.

279. How does the scope of an Intervention Model differ from that of an Outcome-Based Model?
(A) The Intervention Model is comprehensive, while the Outcome-Based Model is specialized.
(B) Both models are exclusively used for remedial education purposes.
(C) The Intervention Model is specialized and targeted, while the Outcome-Based Model can be comprehensive.
(D) Both models are designed to be applied universally to all learners in an institution.

280. A curriculum designer following the "backward design" principle, where they first identify desired results and then plan learning experiences, is employing the core logic of the:
(A) Intervention Model.
(B) Social Functions Model.
(C) Individual Needs Model.
(D) Outcome-Based Model.

Direction : Please read the following source carefully.

The CIPP Model, developed by Daniel Stufflebeam, is a comprehensive framework for curriculum evaluation that emphasizes its role in guiding decision-making throughout the curriculum development process. The model's acronym, CIPP, stands for four interconnected types of evaluation: Context, Input, Process, and Product. Context evaluation is the foundational stage, involving an assessment of the environment to identify needs, problems, and opportunities. It answers the question, "What needs to be done?" by defining the goals and objectives of the curriculum. Input evaluation focuses on assessing the available resources, alternative strategies, and procedural designs for the curriculum. It addresses the question, "How should it be done?" by examining the feasibility and potential of different plans. Once a plan is chosen and implemented, Process evaluation comes into play. This stage involves monitoring the curriculum's implementation to detect or predict defects in the procedure or its execution. It continuously asks, "Is it being done as planned, and if not, why?" Finally, Product evaluation is concerned with measuring, interpreting, and judging the outcomes and impact of the curriculum after it has been delivered. It answers the question, "Was it successful?" by comparing the achieved outcomes against the intended goals. This holistic approach allows for both formative (Context, Input, Process) and summative (Product) evaluation, making it a versatile tool for curriculum improvement.

Based on the above source, attempt the following five questions.

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Effective curriculum construction is guided by several key principles that ensure the relevance and quality of the educational program. These include focusing on the needs of the child, addressing community requirements, and allowing for flexibility and variety in instruction. Furthermore, integrating and correlating different subjects helps create a unified learning experience. Conversely, rigid uniformity is generally avoided, as it fails to account for diverse learner backgrounds and evolving pedagogical needs.

16. (B) Education and curriculum should be agents of social change and reform.
The concept of socio-cultural reconstruction suggests that education should play a proactive role in addressing societal issues and fostering progress. Rather than merely reflecting the current social state, the curriculum is designed to inspire students to critically evaluate their environment and work toward positive reform. This perspective emphasizes social justice, equality, and civic engagement. It treats the classroom as a laboratory for developing the ideas and actions necessary for societal improvement.

17. (B) Competency Based Approach
The competency-based approach shifts the focus of education from general knowledge acquisition to the mastery of specific, observable abilities. It requires students to demonstrate their proficiency in pre-defined tasks before advancing through the program. This method emphasizes practical application and the achievement of clear, measurable learning outcomes. It is particularly effective in vocational and professional training settings where specific technical skills and workplace readiness are the primary goals for all participants.

18. (A) Level 3: Behavior
Level three of Kirkpatrick's evaluation model focuses on behavior change and the practical application of new knowledge in a real-world setting. It assesses whether participants have successfully transferred the skills learned during a training program to their actual job performance. This stage is critical for determining the true impact of instruction on workplace efficiency. It moves beyond simple knowledge retention to evaluate the long-term professional development of the trainees involved.

19. (C) A group discussion
Instructional techniques refer to the specific pedagogical methods and strategies used by educators to facilitate student engagement and learning. While textbooks and computers are tools or media, methods like group discussions represent the dynamic process of interaction within the classroom. These techniques are designed to encourage active participation, critical thinking, and collaborative problem-solving. Selecting the right technique is essential for making the curriculum accessible and effective for diverse groups of students.

20. (D) Making judgments about the worth or merit of the curriculum.
Scriven's approach to evaluation is notable for its emphasis on making independent judgments about the actual merit or worth of a program. Unlike models that focus strictly on whether pre-set objectives were met, this perspective considers the overall impact on participants, including unintended consequences. It prioritizes the needs of the consumers and seeks to provide an objective assessment of value. This makes it a powerful tool for determining accountability and effectiveness.

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21. (C) P, Q, R, S
The traditional curriculum development process follows a logical and linear progression to ensure educational consistency. It begins with the formulation of clear objectives, which then guide the selection of appropriate learning experiences. These experiences are systematically organized to maximize student understanding and retention. Finally, the outcomes are evaluated to determine if the original goals were achieved. This structured approach provides a clear roadmap for designers to create effective and goal-oriented educational programs.

22. (B) Action Research
Action research is a practical and cyclical form of inquiry used by educators to solve immediate problems within their specific classrooms or schools. It involves identifying a challenge, implementing a targeted intervention, and then evaluating the results to inform further

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materials for curriculum transaction.
(D) The set of predefined learning objectives alone.

288. A key distinction of Stake's Responsive Evaluation Model compared to Tyler's Model is its emphasis on:
(A) a rigid and linear evaluation process.
(B) addressing stakeholder concerns and identifying unintended outcomes.
(C) measuring only what was intended in the curriculum plan.
(D) ignoring stakeholder feedback to remain objective.

289. An evaluator using Tyler's Model would most likely begin their process by:
(A) interviewing students about their experience.
(B) observing classroom dynamics to find unexpected results.
(C) calculating the budget spent on instructional materials.
(D) identifying the curriculum's stated educational purposes.

290. The term "Congruence" in Stake's Model refers to assessing the alignment between:
(A) what was intended and what was actually observed.
(B) the curriculum of different schools.
(C) the cost of the curriculum and the outcomes.
(D) the teacher's qualifications and the subject matter.

Direction : Please read the following source carefully.

Beyond the foundational models of Tyler and Stakes, other significant approaches to curriculum evaluation offer unique perspectives. Michael Scriven's Model introduced the radical concept of goal-free evaluation. In this approach, the evaluator is deliberately kept unaware of the curriculum's stated goals and objectives. The rationale is to avoid "tunnel vision" and to ensure that the evaluator assesses the actual effects and outcomes of the program in their entirety, rather than just checking if the predetermined goals were met. This method enhances objectivity by reducing the bias that can come from knowing the intended outcomes, allowing for the discovery of important side effects, both positive and negative. Another highly influential framework, particularly in the context of training and professional development curricula, is Donald Kirkpatrick's Four-Level Model. This model provides a sequential and hierarchical method for evaluating the effectiveness of a training program. The four levels are: Level 1 (Reaction), which measures how participants felt about the training; Level 2 (Learning), which assesses the increase in knowledge or skills; Level 3 (Behavior), which evaluates the extent to which participants apply their learning on the job; and Level 4 (Results), which measures the tangible impact of the training on business or organizational outcomes.
Based on the above source, attempt the following five questions.

291. What is the primary purpose of conducting a "goal-free evaluation" as proposed by Scriven?
(A) To ensure that the evaluator strictly measures the achievement of stated goals.
(B) To prove that the curriculum's goals are irrelevant to its success.
(C) To evaluate the curriculum without the potential bias of knowing its intended outcomes.
(D) To focus the evaluation solely on the cost-effectiveness of the program.

292. In Kirkpatrick's Four-Level Model, which level assesses the degree to which participants apply what they learned back in their work environment?
(A) Level 3: Behavior
(B) Level 1: Reaction
(C) Level 2: Learning
(D) Level 4: Results

293. An evaluator using Scriven's model would be most interested in which of the following?
(A) A detailed list of the curriculum's official objectives.
(B) A comparison of the curriculum with its main competitors.
(C) The initial reaction of the participants to the program.
(D) The complete range of actual effects the curriculum has on learners.

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ANSWERS

1. (B) The total learning experiences provided to students under the guidance of the school.
Curriculum represents the comprehensive range of experiences that a learner encounters within an educational setting. This includes formal classroom instruction alongside informal activities, social interactions, and organized events facilitated by the school. It encompasses the entirety of the educational journey designed to foster holistic development. This broad definition shifts focus from mere textbook content to the overall environment and guidance provided to students during their academic tenure.

2. (A) National basis
The national basis for curriculum planning serves to instill patriotic values and a sense of shared heritage among students. It aligns educational content with the specific priorities, cultural identity, and future aspirations of a country. By focusing on nation-building, this approach ensures that learners understand their civic responsibilities. This foundation helps create a cohesive educational framework that supports the strategic goals and long-term vision of the nation.

3. (C) Statement I is true, but Statement II is false.
An instructional system is a deliberate and organized framework designed to facilitate effective learning through the management of educational resources and methods. While such systems are structured to achieve specific objectives, their overall effectiveness is significantly influenced by the instructional media employed. Media serves as the vehicle for communication and engagement. Therefore, the choice of tools directly impacts how well information is conveyed and absorbed by learners.

4. (D) The NCTE is primarily responsible for developing curriculum for medical education.
Statutory bodies play specialized roles in the regulation and enhancement of educational standards across various sectors. While the University Grants Commission oversees higher education and the National Council for Teacher Education manages teacher training, medical education falls under different regulatory authorities. Universities maintain the power to tailor curricula for their programs. These organizations collaboratively establish benchmarks to maintain quality and consistency within the national academic landscape throughout the country.

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5. (C) Sociological basis focusing on socio-cultural reconstruction
The social functions and activities model focuses on the relationship between education and the broader social structure. It is deeply rooted in the sociological foundation of curriculum, which posits that schools should actively participate in socio-cultural reconstruction. By emphasizing real-life problems and community roles, this model prepares students to navigate and improve society. It prioritizes social relevance and the development of skills necessary for responsible citizenship.

6. (B) CIPP Model
The CIPP model provides a comprehensive framework for evaluation by examining the environment, resources, implementation, and outcomes of a program. It guides decision-makers through four distinct stages to ensure that educational efforts are effective and sustainable. This systemic approach identifies needs, assesses strategies, monitors activities, and measures the final impact. It is widely valued for its holistic perspective on program improvement and its utility in management.

7. (A) P-3, Q-4, R-1, S-2
Educational models vary according to their primary objectives and underlying philosophies. Discipline-based approaches prioritize deep subject mastery and content structure, while competency-based frameworks focus on acquiring specific, measurable skills. Conversely, individual-centered models emphasize the personal growth and unique interests of the learner. Finally, social-oriented designs aim

300. Based on the source, "curriculum research" would most likely involve investigating which of the following questions?

(A) What is the most effective way to manage the transition to a new science curriculum?

(B) What are the personal hobbies of the educational administrators?

(C) How can the school building be renovated at the lowest cost?

(D) Which teachers should be promoted at the end of the year?

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often persist. Recognizing these influences helps curriculum developers navigate the complexities of modernizing educational frameworks and improving learning outcomes.

30. (D) To design, approve, and update curricula for undergraduate and postgraduate courses.
Universities hold the primary responsibility for designing and maintaining the academic standards of higher education programs. They are tasked with developing curricula for undergraduate and postgraduate courses that are intellectually rigorous and professionally relevant. This process includes periodic updates to reflect advancements in research and industry demands. By approving and regulating these programs, universities ensure that their graduates possess the knowledge and skills necessary for advanced professional practice or further academic study.

31. (A) (i), (ii), and (iv) only
Curriculum planning is built upon foundational bases that provide direction and structure to the educational experience. Philosophical bases define the purpose and values of education, while sociological bases ensure relevance to community needs. Psychological bases focus on the learner's developmental stages and cognitive processes. Together, these three pillars form the primary framework for creating effective curricula. While other factors exist, these are considered the essential core foundations for designing and implementing successful educational programs.

32. (B) Development of critical thinking, cooperation, and social responsibility.
A democratic philosophical basis for curriculum emphasizes preparing students for active and responsible citizenship in a free society. It prioritizes the development of critical thinking, collaboration, and social responsibility rather than passive obedience. This approach encourages students to participate in decision-making and respect diverse perspectives. By fostering a culture of inquiry and mutual respect, the curriculum helps students build the skills necessary to navigate complex social issues and contribute meaningfully to their communities.

33. (B) What are the potential strategies and resources to meet the needs? (Input)
The input stage of the CIPP model is dedicated to identifying the resources and strategies necessary to achieve established educational goals. It focuses on evaluating various alternative approaches and determining which plan is most feasible and effective given the available time and budget. This component helps decision-makers select the best course of action before implementation begins. By carefully analyzing the required materials and methods, the model ensures that the program is well-prepared for success.

34. (D) A more academic and discipline-based approach.
A shift from lecture-based instruction to primary source analysis and debate indicates a move toward a more academic and discipline-based approach. This model emphasizes deep engagement with the methods and core concepts of a specific field, such as history. It focuses on developing the intellectual skills necessary to think like a practitioner within that discipline. By prioritizing rigorous inquiry and critical evaluation of evidence, the curriculum fosters a more profound understanding of subject matter.

35. (D) A false but true.
The individual needs and interests model is fundamentally flexible and learner-centered, prioritizing the unique developmental journey of each student. Unlike standardized frameworks, it adapts content and methods to align with personal goals and abilities. This approach assumes that learning is most effective when it is personally meaningful and relevant to the individual. Therefore, rather than being rigid and uniform, the resulting curriculum is diverse and dynamic, reflecting the varied backgrounds and aspirations of the learners.

36. (B) Providing feedback on their learning experiences with the current curriculum.
Students provide essential insights into the effectiveness of a curriculum through their feedback on learning experiences. As the primary participants, they can identify which topics are engaging, which methods are confusing, and where the content feels irrelevant. Their perspectives help educators understand the practical impact of instructional strategies and content choices. This feedback is a crucial

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for cultural reconstruction and addressing societal needs. Understanding these distinctions is essential for selecting the appropriate instructional strategy for a given context and target audience.

8. (A) Benchmarking
Benchmarking is a strategic process used by educational institutions to improve their performance and quality by studying the methods of leaders in the field. It involves identifying external best practices and using them as a reference point for internal comparison. This practice helps schools and universities recognize gaps in their own curriculum delivery or administrative processes. By adopting proven strategies, institutions can enhance overall academic excellence.

9. (B) To act as a facilitator and implementer, providing feedback for change.
Teachers act as the primary link between the planned curriculum and the actual classroom experience. Their role in improvement is vital, as they observe firsthand how students interact with the material and where difficulties arise. By serving as facilitators and providing detailed feedback to developers, they ensure the curriculum remains practical and effective. Their professional insights allow for necessary adjustments that better align educational goals with student needs.

10. (A) Academic/Discipline Based Model
The academic or discipline-based model organizes learning around the formal structures and core theories of established subject areas. It emphasizes the mastery of fundamental knowledge and the logical progression of concepts within specific fields like science or history. This approach assumes that studying the organized body of human knowledge is the most effective way to develop intellect. It prioritizes cognitive development through the rigorous study of traditional disciplines.

11. (A) Both A and R are true and R is the correct explanation of A.
Resistance to curriculum change often stems from deep-seated psychological and logistical factors among educators and administrators. The fear of navigating unknown methodologies, combined with a perceived lack of necessary resources, can lead to significant pushback. Stakeholders may also feel comfortable with existing routines and see no urgent need for alteration. Addressing these concerns through clear communication and support is essential for successfully implementing new educational frameworks.

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12. (B) The needs, values, and challenges of the society.
The sociological foundation of curriculum development examines the intricate relationship between education and the community. It focuses on how schools can address societal challenges, preserve cultural values, and prepare students for their future roles as citizens. This basis ensures that what is taught remains relevant to the current needs and evolving demands of the environment. It prioritizes the development of social consciousness and the skills required for community participation.

13. (C) Certification of student performance
The curriculum development cycle typically involves setting clear goals, choosing appropriate content, and designing effective learning experiences to meet those objectives. While assessing student achievement is a vital part of the instructional process, the act of formal certification is generally considered an administrative outcome rather than a core stage of curriculum design. Development focuses primarily on the planning, organization, and evaluative mechanisms required to create a cohesive and functional program.

14. (B) Both Statement I and Statement II are false.
Formative and summative evaluations serve distinct purposes throughout the curriculum development cycle. Formative evaluation occurs during the design and implementation phases to identify areas for immediate improvement and refinement. Conversely, summative evaluation is conducted at the conclusion of a program to make a final judgment regarding its overall effectiveness and worth. Both types are essential for ensuring that educational offerings meet their intended goals and provide high-quality learning experiences.

15. (B) (i), (ii), (iii), and (iv) only

294. A post-training survey asking participants "How satisfied were you with this workshop?" is a form of evaluation at which level of Kirkpatrick's model?
(A) Level 2: Learning
(B) Level 1: Reaction
(C) Level 3: Behavior
(D) Level 4: Results

295. How does Kirkpatrick's Model differ from Scriven's Model in its fundamental approach?
(A) A) A-text
(B) C) C-text
(C) Kirkpatrick's model is a sequential, hierarchical framework for training, while Scriven's focuses on unbiased assessment of all effects.
(D) D) D-text

Direction : Please read the following source carefully.

Curriculum change refers to any modification or alteration in an existing curriculum, which can range from minor adjustments in content to a complete overhaul of the educational program. This process is rarely simple, as it is influenced by a multitude of factors, including new research in pedagogy, technological advancements, shifts in societal values, and political or economic pressures. Effectively managing this change requires specific approaches and the active involvement of key stakeholders. The roles of these stakeholders are distinct yet interdependent. Teachers are at the frontline of implementation; their beliefs, skills, and willingness to adapt are critical for any change to succeed. As such, they are not just implementers but also key agents of change whose practical insights are invaluable. Students, as the primary recipients of the curriculum, play a crucial role through their feedback, engagement, and performance, which can signal the need for change and help evaluate its effectiveness. Educational administrators, including principals and policymakers, act as leaders and facilitators. They are responsible for making decisions, allocating resources, providing professional development, and creating a supportive environment that enables and sustains curriculum improvement. The entire field is also a subject of academic inquiry, with curriculum research exploring its various facets, from the effectiveness of different curriculum models to the dynamics of the change process itself, employing a range of research types to advance our understanding.

Based on the above source, attempt the following five questions.

296. According to the passage, what is the role of an educational administrator in the process of curriculum change?
(A) To directly teach the new curriculum to all students.
(B) To act as a passive observer of the change process.
(C) To resist any alterations to the existing curriculum.
(D) To facilitate the change by providing resources and leadership.

297. Which of the following is identified in the text as a factor that can affect or necessitate curriculum change?
(A) Technological advancements and new pedagogical research.
(B) A desire to keep the curriculum static and unchanging.
(C) The personal preferences of a single student.
(D) The convenience of administrators and teachers.

298. The passage describes the role of teachers in curriculum change as:
(A) being solely responsible for designing the entire curriculum from scratch.
(B) being critical frontline implementers and agents of change.
(C) being unaffected by any modifications to the curriculum.
(D) being responsible only for providing feedback after the change is complete.

299. How do students primarily contribute to the curriculum change and improvement process?
(A) By writing the new curriculum themselves.
(B) By providing feedback through their engagement and performance.
(C) By deciding on the school's budget for new materials.
(D) By refusing to participate in any new curriculum.

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practice. Unlike fundamental research, which seeks to build general theories, action research is focused on local improvement and professional growth. It empowers practitioners to take direct responsibility for enhancing the quality of instruction.

23. (D) A specific problem or deficiency in the existing curriculum needs to be addressed.
The intervention model of curriculum design is a targeted strategy used to address specific deficiencies or problems within an existing educational program. Rather than redesigning the entire curriculum, this approach focuses on creating specialized modules or activities to 'intervene' and fix identified gaps. It is highly practical and responsive, allowing institutions to make quick adjustments to improve student learning outcomes. This model is especially useful when resources for a full overhaul are limited.

24. (A) Both Statement I and Statement II are true.
Curriculum planning is supported by diverse foundations that address different aspects of the educational process. The psychological basis focuses on the learner's developmental stages and individual abilities, ensuring that instruction is age-appropriate and engaging. Meanwhile, the philosophical basis deals with the broader purpose of education and the nature of knowledge itself. Together, these foundations provide a balanced framework that considers both the 'how' and the 'why' of teaching and learning activities.

25. (C) The specific outcomes students are expected to achieve upon completion.
The outcome-based integrative model prioritizes the final results students must demonstrate upon completion of their studies. It focuses on defining clear, measurable goals and then organizing various disciplines and instructional strategies to achieve them. This approach ensures that all aspects of the curriculum are aligned toward a common purpose. By emphasizing the integration of knowledge and skills, it prepares students to apply what they have learned in complex, real-world situations effectively.

26. (A) The process of implementing the planned curriculum in the actual classroom setting.
Curriculum transaction refers to the dynamic process of putting the planned educational framework into practice within the classroom. It involves the interaction between teachers, students, and materials as they work toward achieving specified learning goals. This stage is where the theoretical design becomes a lived experience, requiring effective communication and instructional strategies. Success in this phase depends on the teacher's ability to adapt the curriculum to the needs and responses of their students.

27. (B) P-3, Q-4, R-1, S-2
Evaluation models offer distinct frameworks for assessing the quality and impact of educational programs. Tyler's approach focuses on the alignment between pre-set goals and final outcomes. Stake's model emphasizes the relationships between antecedents, transactions, and results. Scriven's goal-free perspective looks at all actual effects, regardless of original intent. Finally, the CIPP model provides a systemic view for decision-making. Each model provides unique insights for improving curriculum design and instructional delivery.

28. (B) Alteration
Curriculum alteration involves making minor adjustments or updates to an existing program without changing its fundamental structure or philosophical orientation. This might include adding a new topic, updating specific content, or refining a particular unit of study. Such changes are often necessary to keep the curriculum current and relevant to evolving field developments. While less intensive than a full restructuring, these alterations are vital for maintaining the accuracy and effectiveness of classroom instruction.

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29. (C) The unchanging nature of educational philosophy
Curriculum change is a dynamic process driven by various external and internal factors, including societal needs, technological progress, and government policies. These elements constantly evolve, requiring educational programs to adapt to remain relevant. However, the fundamental philosophical questions regarding the purpose of education tend to be more stable. While specific pedagogical approaches change, the core values

281. In the CIPP model, which component is concerned with assessing the needs of the environment and defining the goals of the curriculum?
(A) Context Evaluation
(B) Input Evaluation
(C) Process Evaluation
(D) Product Evaluation

282. A curriculum evaluator is examining the available budget, the qualifications of the teaching staff, and the proposed instructional strategies. This activity corresponds to which stage of the CIPP model?
(A) Context
(B) Input
(C) Process
(D) Product

283. The question "Is the curriculum being implemented as planned?" is central to which type of evaluation in the CIPP framework?
(A) Product Evaluation
(B) Process Evaluation
(C) Context Evaluation
(D) Input Evaluation

284. Which part of the CIPP model functions primarily as a summative evaluation by measuring the final impact and success of the curriculum?
(A) Product Evaluation
(B) Context Evaluation
(C) Input Evaluation
(D) Process Evaluation

285. The CIPP model is described as a comprehensive framework because it:
(A) only focuses on the final outcomes of the curriculum.
(B) is exclusively a tool for monitoring the implementation process.
(C) can be used to guide decision-making at all stages of the curriculum cycle.
(D) primarily assesses the initial needs and context before planning.

Direction : Please read the following source carefully.

The effective transaction of a curriculum is heavily dependent on a well-structured instructional system, which comprises the instructional media, techniques, and materials chosen to facilitate learning. This system acts as the bridge between the planned curriculum and the learner's experience. Approaches to evaluating this system and the curriculum itself are varied. A classic framework for curriculum evaluation is Tyler's Model, which is fundamentally objective-driven. It poses four central questions: What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? And finally, how can we determine whether these purposes are being attained? This model's strength lies in its logical, systematic approach, focusing on the alignment between objectives and outcomes. In contrast, Stake's Model, often referred to as the Responsive Evaluation or Congruence-Contingency Model, offers a more holistic and flexible approach. While it also looks at the congruence between intended and observed elements of a curriculum, it places significant emphasis on responding to the concerns of stakeholders (students, teachers, parents). It actively seeks out both intended and unintended outcomes, using a variety of data-gathering methods to paint a rich, descriptive picture of the curriculum in action, rather than just measuring it against pre-set objectives.

Based on the above source, attempt the following five questions.

286. According to the passage, Tyler's Model of curriculum evaluation is primarily focused on:
(A) the concerns and perspectives of all stakeholders.
(B) the discovery of unintended learning outcomes.
(C) the cost-effectiveness of the instructional media used.
(D) the degree to which predefined objectives have been achieved.

287. What constitutes the "instructional system" as described in the source?
(A) The physical infrastructure of the school building.
(B) The administrative hierarchy of the educational institution.
(C) The combination of media, techniques, and

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source of information for making meaningful improvements that enhance student motivation, engagement, and overall academic achievement in the classroom.

37. (C) The determination of teacher salaries and benefits.
The scope of curriculum research encompasses the study of design processes, implementation challenges, and the overall impact of educational programs on student learning. It seeks to improve teaching practices and develop theoretical frameworks for better curriculum development. While administrative issues like teacher salaries are important for school management, they generally fall outside the primary focus of curriculum research. Research in this field is dedicated to understanding how content and instruction interact to facilitate effective and meaningful learning.

38. (A) Instructional Media and Technology
Leveraging instructional media and technology involves using digital tools like simulations and virtual labs to create more engaging and interactive learning environments. These resources enhance curriculum transaction by providing students with hands-on experiences that might be impossible in a traditional setting. They allow for collaborative projects and personalized exploration of complex concepts. By integrating these modern tools, educators can better cater to diverse learning styles and improve the overall effectiveness of the instructional process.

39. (C) Discover and judge all actual outcomes, whether intended or unintended.
Goal-free evaluation, proposed by Scriven, focuses on discovering all the actual outcomes of a curriculum, including those that were unintended or unanticipated. By not being restricted to the stated objectives, the evaluator can provide a more comprehensive and objective judgment of the program's real-world impact. This approach helps identify both positive and negative side effects that might otherwise be overlooked. It prioritizes the actual value delivered to the participants over the original intentions of the designers.

40. (A) Traditional Model: Academic/Discipline Based Model; Contemporary Model: Competency Based Model
Curriculum theory distinguishes between traditional models, which are often content-heavy and discipline-based, and contemporary models, which emphasize outcomes and competencies. The academic model is a classic example of a traditional approach focused on the mastery of subject matter. In contrast, the competency-based model represents a modern shift toward demonstrable skills and practical performance. Understanding these classifications helps educators select the appropriate framework to meet current educational demands while respecting the foundations of academic rigor and structured knowledge acquisition.

41. (A) A model that focuses on what students are expected to be able to do, rather than what they are expected to know.
A competency-based model of curriculum prioritizes the demonstration of specific, measurable skills and abilities over the mere acquisition of theoretical knowledge. It requires students to prove their proficiency in clearly defined tasks before they can progress. This approach is highly focused on practical application and workplace readiness. By emphasizing what students can actually do, it ensures that graduates are well-prepared for the professional demands and technical requirements of their chosen fields or careers.

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42. (B) The overall plans and patterns for designing and developing a curriculum.
Strategies for curriculum development refer to the overall frameworks and organized patterns used to plan and structure the educational experience. These strategies guide designers in selecting content, determining objectives, and choosing instructional methods. They provide a systemic approach to building a cohesive curriculum that aligns with specific educational philosophies and goals. Whether subject-centered or learner-centered, these plans ensure that the development process is consistent, logical, and effective in meeting the needs of the target audience.

43. (C) (i), (ii), and (iii) only
The process stage of the CIPP model is focused on monitoring the implementation of the

98. (B) Social Reconstruction Model
The social functions or activities model is also known as the social reconstruction model, as it aims to use education as a means for reforming and improving society. This approach encourages students to engage with real-world problems and develop the skills necessary to address social challenges. By focusing on societal roles and community activities, the curriculum promotes social justice and active citizenship. It shifts the focus from traditional academic content to the development of socially conscious and engaged individuals.

99. (C) Philosophical Basis (democratic values)
A curriculum promoting democratic values, social justice, and active citizenship is based on the philosophical foundation of education, which determines the aims and values education should cultivate in society. It focuses on developing responsible citizens and guiding social ideals, rather than only addressing learner psychology, subject content, or economic workforce needs, making the philosophical basis most relevant.

100. (B) P-3, Q-1, R-4, S-2
Kirkpatrick's model provides four levels for evaluating the impact of training programs, each focusing on a different aspect of success. The first level measures participant satisfaction and reaction to the experience. The second level assesses the degree of learning, including knowledge and skills acquired. The third level examines behavior change and application on the job. Finally, the fourth level evaluates the long-term results and business impact of the program. This structured approach helps organizations understand the true value of their instruction.

101. (C) Case Study Research
Case study research involves the deep, systematic investigation of a single curriculum implementation within its real-life context. This qualitative approach allows researchers to explore the complex interactions between teachers, students, and materials in a specific setting. By providing a rich and detailed description of a single case, this research offers valuable insights into the practical challenges and successes of educational programs. It is particularly useful for understanding how and why certain curricular initiatives work or fail in different environments.

102. (B) The combination of people, materials, and procedures organized to achieve learning objectives.
An instructional system is a comprehensive and organized combination of people, materials, and procedures designed to work together to achieve specific learning objectives. It includes everything from the teacher and students to the textbooks, technology, and pedagogical methods used in the classroom. This systemic view ensures that all components are aligned and support each other effectively. By considering the entire system, educators can design more cohesive and successful programs that consistently deliver high-quality instruction and meet student needs.

103. (C) Summative Evaluation
In the CIPP model, product evaluation corresponds closely to summative evaluation, as it is conducted at the conclusion of a program to judge its overall success. This stage assesses the final outcomes and determines the extent to which the original goals were achieved. It provides the information needed to make major decisions about the program's future, such as whether it should be continued or modified. This final judgment is essential for ensuring accountability and improving the quality of educational efforts.

104. (B) The top-down or administrative approach.
An approach to curriculum change refers to the overall strategy used to implement new educational frameworks, such as the top-down or administrative model. This specific approach involves decisions made by central authorities and passed down for implementation by local schools and teachers. While evaluation models and foundations provide important guidance, the approach to change defines the organizational process and power dynamics involved in reform. Understanding these different strategies is essential for successfully navigating the complexities of educational innovation and improvement.

105. (D) A false but true.
Effective curriculum transaction is far from a mechanical process; it involves a dynamic and interactive experience between teachers and students. It requires the skillful use of varied instructional techniques and media to bring the

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Stake's evaluation model is distinctive for its responsive nature, which emphasizes the concerns and issues of all stakeholders involved in the curriculum. It moves beyond simple quantitative measurement to include rich descriptions and qualitative judgments. This approach involves examining the relationships between antecedents, transactions, and outcomes to provide a full picture of the program's reality. By listening to participants, the evaluator can address the specific needs and contexts that influence the success of the educational effort.

51. (B) Social Functions/Activities Model (Social Reconstruction)
The social functions or activities model of curriculum design aims to use education as a tool for addressing and solving major societal issues. This approach, often called social reconstructionism, encourages students to critically examine problems such as poverty and inequality. It seeks to empower learners to become agents of change who can work toward a more just and equitable society. The curriculum is organized around real-world activities and social challenges rather than traditional, isolated academic subject matter.

52. (A) Principle of rigidity and permanence
Curriculum development is guided by principles like learner-centeredness, societal relevance, and the integration of different subjects to ensure a high-quality educational experience. These principles allow programs to remain responsive to student needs and community demands. Conversely, rigidity and permanence are not considered sound principles, as a curriculum must be dynamic and flexible to adapt to new knowledge and changing contexts. Continuous improvement and adaptability are essential for maintaining the effectiveness and relevance of any instructional program over time.

53. (B) It is the stage where the planned curriculum is put into action.
Curriculum transaction is the vital stage where the planned educational framework is implemented and delivered within the actual classroom setting. It represents the transition from theory to practice, involving the interaction between teachers, students, and instructional materials. This process requires the use of effective pedagogical methods to engage learners and achieve the intended objectives. Successful transaction depends on the teacher's ability to interpret the curriculum and adapt it to the specific needs and dynamics of their students.

54. (D) To what extent were the objectives achieved?
The product evaluation component of the CIPP model aims to determine the extent to which the program's objectives were successfully achieved. It focuses on assessing the final outcomes and making a judgment about the overall worth and impact of the curriculum. This stage provides the information necessary to decide whether to continue, modify, or terminate the program. By measuring results against goals, decision-makers can understand the effectiveness of their educational efforts and plan for future improvements.

55. (C) P-3, Q-2, R-1, S-4
The foundations of curriculum address different aspects of the educational process, providing a comprehensive framework for planning. The philosophical basis deals with the ultimate purpose and nature of knowledge. The sociological foundation examines societal needs and cultural challenges. The psychological basis focuses on the learner's cognitive development and learning processes. Finally, the national basis ensures that educational aims reflect the country's identity and values. Together, these foundations ensure that curricula are meaningful, relevant, and well-structured for all learners.

56. (C) Commercial Product Development
Curriculum research encompasses a variety of methodologies designed to improve educational practice and theory. Historical research examines past reforms, while experimental studies investigate cause-and-effect relationships between instructional methods and outcomes. Action research allows practitioners to solve immediate classroom problems. While commercial product development may use research findings, the act of developing a product for sale is generally considered a business activity rather than a primary type of academic research within the specialized field of curriculum studies.

57. (B) Providing leadership, support, and resources for the change process.

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pre-determined learning outcomes. It is highly effective in training settings where workplace readiness and technical mastery are the main goals. By prioritizing demonstrable abilities, this approach ensures that students are well-prepared for the professional requirements of their fields.

85. (C) Financial Re-appropriation
Curriculum change can take several forms, including substitution, alteration, and restructuring, each representing a different level of adjustment to the educational program. These changes are focused on content, objectives, or organizational structures to improve learning outcomes. While financial re-appropriation involves moving budget funds, it is an administrative and fiscal activity rather than a type of curricular change itself. Curricular changes deal with what is taught and how, while fiscal shifts support the resources required for those educational activities.

86. (B) Competency Based Model
A competency-based model is most appropriate for vocational programs like electrician training because it focuses on the mastery of specific, observable skills required for a trade. It requires students to demonstrate their ability to perform technical tasks safely and accurately before receiving certification. This performance-oriented approach ensures that graduates possess the practical expertise necessary for professional practice. By prioritizing demonstrable outcomes and workplace readiness, the curriculum provides a clear path for students to acquire the essential competencies for their careers.

87. (C) UGC
The University Grants Commission is the primary statutory body responsible for maintaining and coordinating standards of university education across India. It provides guidelines and model curriculum frameworks to ensure that higher education programs are intellectually rigorous and consistent. Additionally, the commission provides grants to universities and colleges to support their academic and research initiatives. Its role is essential for maintaining the quality and relevance of degrees awarded by institutions of higher learning throughout the national education system.

88. (A) Focus on integrating various academic disciplines around specific learning outcomes.
The outcome-based integrative model is characterized by its focus on combining knowledge and skills from different academic disciplines to achieve specific, pre-defined learning outcomes. It breaks down traditional subject boundaries to help students understand how information is applied in integrated, real-world contexts. This approach ensures that all aspects of the curriculum are aligned toward a common goal, making learning more relevant and holistic. By emphasizing outcomes, the model provides a clear measure of success for both students and instructors.

89. (A) Instructional Techniques and Material
A teacher's decision to use a museum field trip to supplement history lessons is a choice related to instructional techniques and materials. This decision involves selecting a specific method to engage students and provide them with a more direct and interactive learning experience. It leverages an external resource to enhance the transaction of the curriculum, making the subject matter more vivid and memorable. Such choices are vital for creating a dynamic and effective classroom environment that caters to varied student learning styles.

90. (C) Curriculum change is unaffected by the political climate or government policies.
Curriculum change is influenced by a wide array of factors, including technological progress, research in psychology, and societal demands for a skilled workforce. These external and internal pressures require educational programs to be dynamic and responsive. However, the idea that curriculum is unaffected by political climate or government policies is incorrect. Educational frameworks are often deeply tied to national priorities and governmental directives, which can dictate major shifts in content, goals, and even the fundamental philosophy of schooling.

91. (B) S, P, Q, R
The conceptual development of curriculum theory has evolved from a focus on the logical structure of academic disciplines to more systemic and outcome-oriented models. This progression began with the organization of content, followed by Tyler's structured approach to objectives and

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addresses the concerns and experiences of all participants and stakeholders involved.

64. (B) Individual Needs & Interests Model
The psychological foundation of curriculum, which emphasizes the unique needs, interests, and developmental stages of the learner, is most clearly reflected in the individual needs and interests model. This approach prioritizes personal growth and adapts instruction to match each student's abilities and goals. It assumes that education is most effective when it is personally meaningful and responsive to the individual. Therefore, the resulting curriculum is flexible and co-constructed, rather than being rigid or exclusively focused on traditional academic disciplines.

65. (B) Historical Research
Historical research in curriculum studies involves the systematic investigation of past educational reforms and events to understand how they have shaped current practices. By examining documents and records from post-independence India, a researcher can trace the evolution of curriculum policies and identify the factors that influenced major changes over time. This type of inquiry provides valuable context for understanding contemporary issues and informs future development by highlighting both successful strategies and past challenges in the national education system.

66. (D) What is the most cost-effective way to deliver the curriculum?
Ralph Tyler's classic model for curriculum development is built around four fundamental questions that guide the design process. These questions address the selection of educational purposes, the identification of relevant learning experiences, the effective organization of those experiences, and the evaluation of whether the goals were achieved. This framework provides a logical and systemic approach to building a cohesive program. While administrative issues like cost-effectiveness are important for management, they are not one of the core questions in Tyler's theoretical framework.

67. (B) A video documentary
Instructional materials are the physical objects or media used to convey information and support the learning process within a curriculum. A video documentary is an excellent example, as it provides visual and auditory content that enhances student understanding of a particular topic. Unlike pedagogical methods like the Socratic technique or administrative tools like a timetable, materials are the tangible resources that deliver the substance of the lesson. They serve as the medium through which students engage with the subject matter.

68. (C) Restructuring
Restructuring involves a major reorganization of the curriculum's basic framework, such as integrating separate science subjects into a single, interdisciplinary course. This type of change goes beyond minor alterations and impacts how content is organized and taught across the entire program. It reflects a significant shift in educational strategy and requires teachers to adapt to new instructional methods and collaborative structures. Such fundamental changes are often driven by a desire to provide a more holistic and relevant learning experience for students.

69. (B) Q, S, P, R
A logical sequence for curriculum development begins with a thorough needs assessment and situational analysis to identify the goals and challenges of the program. This information then guides the design stage, where objectives, content, and learning experiences are planned. Once the curriculum is designed, it is implemented in the classroom through the teaching process. Finally, the impact and effectiveness of the curriculum are evaluated to inform future improvements. This cyclical approach ensures that educational efforts are well-planned and evidence-based.

70. (A) Ensuring curriculum quality and setting performance standards by comparison.
Benchmarking in curriculum development serves to ensure high quality and set performance standards by comparing an institution's practices with the best in the field. This process helps identify gaps and areas for improvement, encouraging schools to adopt proven strategies for success. It is a proactive and analytical tool rather than a bureaucratic requirement. By looking at external reference points, institutions can elevate their own standards and provide

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a more competitive and effective educational experience for their students.

71. (D) Individual Needs & Interests Model
Encouraging students to choose their own research topics based on personal curiosity aligns with the principles of the individual needs and interests model. This learner-centered approach recognizes that education is most effective when it is personally meaningful and responsive to the individual's growth. The teacher acts as a guide, supporting students as they explore their unique passions and develop critical thinking skills. This model prioritizes personal development and self-directed learning, fostering a lifelong love of inquiry and academic discovery.

72. (B) Identifying the needs and problems in a given environment to define objectives.
Context evaluation in the CIPP model is primarily concerned with identifying the needs, problems, and assets within a given environment to define appropriate educational objectives. It provides the foundational information necessary for planning a relevant and effective program. By assessing the background situation, decision-makers can ensure that the curriculum addresses the most pressing challenges of the target population. This stage ensures that subsequent design and implementation efforts are well-aligned with the actual reality and requirements of the educational setting.

73. (A) P-3, Q-4, R-2, S-1
Curriculum terms describe different aspects of the educational development cycle. Design refers to the planning and structuring of learning experiences, while foundation identifies the underlying philosophical, sociological, and psychological bases. Transaction is the actual implementation and delivery of the program in the classroom. Finally, evaluation is the process of making judgments about the merit and effectiveness of the curriculum. Understanding these distinctions is essential for anyone involved in creating and managing high-quality educational programs that meet student needs effectively.

74. (C) Principle of Flexibility
The principle of flexibility suggests that a curriculum should be dynamic and responsive to change, allowing for adjustments as new knowledge and societal needs emerge. Rather than being rigid or permanent, a flexible curriculum can adapt to the diverse backgrounds and interests of different learners. This principle ensures that education remains relevant and effective in an evolving world. By allowing for variety and change, educators can better meet the unique challenges of their students and maintain a high-quality instructional program.

75. (B) It is a targeted, problem-solving model used to 'intervene' and fix a specific curricular issue.
The intervention model is a targeted and problem-focused strategy designed to address a specific weakness or deficiency in an existing curriculum. It is not intended for building a full program from scratch; instead, it provides a way to 'intervene' and fix identified issues quickly and effectively. This reactive approach allows institutions to make precise improvements without the need for a total overhaul. It is a practical tool for maintaining the quality and relevance of educational programs through continuous, small-scale refinements.

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76. (B) The classroom teacher
The classroom teacher holds the most direct and immediate role in curriculum transaction, as they are responsible for delivering the planned lessons and interacting with students daily. They translate theoretical goals into lived experiences, adapting the content and methods to meet the specific needs of their class. While policymakers and administrators provide the framework, the teacher's skill and dedication are what determine the ultimate success of the learning process. Their role is central to the effective implementation of any curriculum.

77. (C) Academic/Discipline Based Model
The academic or discipline-based model is considered a traditional approach to curriculum design, focusing on the mastery of established subject matter and the logical organization of knowledge. It emphasizes the structural theories and factual content of classical fields like science and history. While contemporary models often prioritize competencies and individual needs, the academic model remains a foundation of many educational systems. It values intellectual rigor and the transmission of cultural and scientific

heritage through structured, subject-oriented instruction across different levels.

78. (A) (i), (ii), (iii), and (iv) only
The CIPP model of evaluation, developed by Daniel Stufflebeam, consists of four primary components: Context, Input, Process, and Product. These stages provide a comprehensive framework for assessing different aspects of a program, from its initial planning to its final outcomes. Each component serves a specific decision-making purpose, ensuring that the curriculum is well-conceived, properly resourced, effectively implemented, and ultimately successful. While other concepts like congruence exist in evaluation theory, they are not part of the standard CIPP acronym or framework.

79. (B) Change agent and facilitator
Educational administrators serve as vital change agents and facilitators during the curriculum improvement process. Their role involves providing the leadership, support, and resources necessary for teachers to implement new educational strategies successfully. By encouraging collaboration and facilitating clear communication among all stakeholders, they help overcome resistance to change and ensure that transitions are smooth and effective. Their proactive involvement is essential for creating a school culture that values innovation and is dedicated to continuous academic growth and excellence.

80. (A) Both A and R are true and R is the correct explanation of A.
The psychological basis is essential for effective curriculum planning because it provides insights into how learners grow, think, and absorb new information. By understanding developmental stages and learning styles, designers can create age-appropriate and engaging experiences that motivate students. This foundation ensures that instruction is aligned with the cognitive and emotional needs of the learner. Without this psychological grounding, a curriculum may fail to resonate with students or be too difficult for them to master, regardless of its content.

81. (C) Experimental Research
Experimental research in curriculum studies is designed to determine cause-and-effect relationships by manipulating a specific variable, such as a teaching method, and measuring its impact on an outcome, like student achievement. This scientific approach uses controlled conditions and comparisons between groups to provide evidence for the effectiveness of different instructional strategies. By identifying which 'causes' lead to better results, this research informs evidence-based practice and helps educators select the most efficient methods for enhancing student learning in various settings.

82. (C) The degree to which participants found the training favorable, engaging, and relevant.
The reaction level of Kirkpatrick's model measures how participants felt about the training program, including their satisfaction with the content, delivery, and overall relevance. It focuses on their immediate perceptions and engagement rather than the acquisition of knowledge or long-term behavior change. While this level does not measure learning outcomes, it provides valuable information about the participants' motivation and the program's perceived value. A positive reaction is often seen as a necessary foundation for effective learning and subsequent performance improvement.

83. (C) Integration and Correlation
The principle of integration and correlation suggests that curriculum content should be interconnected and build upon itself, both within a single subject and across different disciplines. This approach helps students see the relationships between various topics and understand how knowledge is applied in complex, real-world situations. By breaking down the silos between subjects, educators can create a more cohesive and meaningful learning experience. This principle fosters a holistic understanding of the world and encourages students to make valuable academic connections.

84. (B) The demonstration of specified skills by the learner.
Instruction within a competency-based approach is primarily focused on the demonstration of specific, measurable skills by the learner. Rather than just acquiring theoretical knowledge, students must prove their proficiency in clearly defined tasks. This method emphasizes practical performance and the achievement of

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curriculum plan and identifying any procedural defects. It involves gathering information to make programmed decisions and ensure that activities are being carried out as intended. This stage provides feedback that allows for immediate adjustments to improve the delivery of the program. By observing the day-to-day operations, evaluators can detect barriers to success and ensure that resources are being used effectively.

44. (C) Restructuring: Reorganizing the entire curriculum around interdisciplinary themes.
Restructuring represents the most fundamental and far-reaching type of curriculum change, as it involves reorganizing the entire educational framework. This often includes moving away from traditional subject boundaries and adopting interdisciplinary themes or new pedagogical structures. Such a change impacts all aspects of the curriculum, from objectives and content to instructional methods and assessment. It requires significant planning and collaboration among stakeholders and often reflects a major shift in the institution's educational philosophy and long-term goals.

45. (C) Teacher education programs like B.Ed. and M.Ed.
The National Council for Teacher Education is the primary statutory body responsible for regulating and maintaining standards within teacher education programs across India. Its role includes developing curricula for professional degrees such as the Bachelor of Education and Master of Education. By setting these norms, the council ensures that future teachers are properly trained and equipped with the necessary pedagogical skills. This focus on teacher training is essential for maintaining the overall quality of instruction in schools nationwide.

46. (A) S, Q, P, R
Kirkpatrick's evaluation model follows a logical sequence that measures the impact of training from immediate reactions to long-term results. It starts with measuring participant satisfaction, followed by the acquisition of knowledge and skills. The next level assesses the application of this learning through behavior change in the workplace. Finally, the model evaluates the overall business or environmental impact of the program. This tiered approach provides a comprehensive view of how training influences individual and organizational performance.

47. (B) A focus on the mastery of content and the structure of the discipline.
The academic approach to instruction is characterized by a strong focus on the mastery of content and the inherent structure of traditional disciplines. It prioritizes deep understanding of core concepts, theories, and factual knowledge within subjects like science, mathematics, or literature. This method assumes that developing intellectual discipline through rigorous study is the primary goal of education. It values the logical organization of information and the pursuit of academic excellence within established fields of human inquiry.

48. (A) Curriculum change and improvement.
School principals play a crucial role in curriculum change by serving as facilitators and providing the necessary leadership and resources for improvement. By organizing professional development workshops, they help teachers acquire the skills needed to implement new instructional strategies. Their support ensures that staff members feel empowered and equipped to navigate educational transitions successfully. This proactive approach is essential for creating a school environment that values continuous improvement and is responsive to the evolving needs of its students.

49. (A) The first prioritizes the learner, while the second prioritizes the subject matter.
The primary distinction between the individual needs model and the academic model lies in their central focus. The former prioritizes the learner's unique developmental stage, interests, and personal growth, making the curriculum highly flexible and student-centered. In contrast, the academic model emphasizes the mastery of structured subject matter and the logical organization of disciplines. While one focuses on the individual's journey, the other focuses on the established body of knowledge that students are expected to acquire.

50. (C) A responsive approach that includes description and judgment based on stakeholder concerns.

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experiences. Later, comprehensive evaluation frameworks like the CIPP model were developed to guide decision-making. Most recently, contemporary models have shifted toward a focus on measurable competencies and performance. This history reflects an increasing emphasis on accountability, relevance, and the individual learner's success.

92. (B) A curriculum that encourages students to critically examine and work to improve society.
A sociological basis focused on socio-cultural reconstruction advocates for a curriculum that encourages students to critically examine their environment and work to solve social issues. This approach views education as a tool for progress, aiming to empower learners to become active participants in building a more just and equitable society. Rather than isolating students from real-world problems, it integrates community challenges into the learning process. This fosters social consciousness and the skills necessary for responsible citizenship and positive societal reform.

93. (B) (i), (iii), and (iv) only
Contemporary models of curriculum design are characterized by their emphasis on learner-centeredness, clear outcomes, and the integration of knowledge across different disciplines. They prioritize the acquisition of measurable competencies that students can apply in real-world situations. Unlike traditional approaches, these models are more flexible and responsive to individual student needs. They encourage active participation and critical thinking, moving away from rigid, fixed content and the idea of the teacher as the sole dispenser of information. This ensures education remains relevant and effective.

94. (A) Identifying and assessing alternative strategies and resources for achieving program goals.
The input stage of the CIPP model focuses on identifying and assessing the various alternative strategies and resources available to achieve a program's goals. This process involves evaluating different instructional methods, materials, and budgets to determine the most feasible and effective plan. By carefully analyzing these options before implementation, decision-makers can ensure that the curriculum is well-conceived and properly supported. This component is essential for building a strong foundation for the success of any educational or social program.

95. (A) Media are the tools or channels of communication (e.g., video, book), while techniques are the methods of using them (e.g., discussion, lecture).
Instructional media refer to the tools or channels of communication used to deliver educational content, such as videos, books, or digital platforms. In contrast, instructional techniques are the pedagogical methods used to facilitate learning, such as lectures, group discussions, or role-play. While media provide the medium, techniques define how students and teachers interact with that medium. Understanding the difference between these two components is essential for selecting the most effective combination of resources and strategies to enhance student engagement.

96. (C) Tyler's Model
Tyler's model is an objectives-based framework primarily concerned with determining the extent to which pre-stated educational goals were successfully achieved. It focuses on the congruence between the original intentions of the curriculum and the final results demonstrated by students. This evaluative approach provides a clear measure of program effectiveness but may overlook outcomes that were not explicitly identified in the planning stage. It remains a classic model for designers who prioritize accountability and the systematic pursuit of specific learning targets.

97. (B) Active participants who provide valuable feedback and perspectives.
Students play a vital role in curriculum change as active participants whose feedback on their learning experiences is highly valuable. Their perspectives on the relevance, difficulty, and engagement of the content help educators identify areas for improvement. By involving students in the process, designers can create programs that are more responsive to their needs and aspirations. This participation fosters a sense of ownership and ensures that the curriculum effectively supports student motivation and overall success in the classroom.

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Educational administrators play a vital role in the curriculum change process by providing the necessary leadership, support, and resources. They are responsible for creating an environment where teachers feel empowered to innovate and adapt their practices. By facilitating communication among stakeholders and securing funding for new materials, administrators ensure that the transition to a new curriculum is smooth and effective. Their active involvement is essential for overcoming resistance and achieving sustainable improvements in the school's educational program.

58. (C) Potentially narrow focus on pre-stated objectives, possibly overlooking other important outcomes.
Tyler's model is sometimes criticized for its potentially narrow focus on pre-stated objectives, which may lead evaluators to overlook important unintended outcomes. By concentrating strictly on whether specific goals were met, the model might miss the broader impact of the curriculum on students' lives and attitudes. This objectives-based approach provides clarity but can be limited in its ability to capture the full complexity of the educational experience. Newer models attempt to address this by including more comprehensive evaluative frameworks.

59. (A) Both A and R are true and R is the correct explanation of A.
The competency-based model is highly effective for vocational and professional education because it focuses on the mastery of specific, observable skills required for a particular career. It requires students to demonstrate their proficiency through performance-based tasks, ensuring they are well-prepared for real-world job demands. This approach prioritizes practical application and workplace readiness over the acquisition of abstract theoretical knowledge. By emphasizing demonstrable outcomes, it provides a clear and reliable measure of a student's ability to perform in professional settings.

60. (D) CIPP Model - A curriculum design model focused on individual learner interests.
Curriculum models are categorized based on their primary focus and philosophical foundations. While the academic model emphasizes disciplinary structures and the competency model focuses on performance, the social reconstruction model targets societal reform. However, the CIPP model is not a curriculum design framework centered on individual interests; instead, it is a comprehensive evaluation model designed for decision-making and program management. Misidentifying its purpose overlooks its systemic role in monitoring and judging the effectiveness of varied educational initiatives across different contexts.

61. (B) The sequence of teaching and learning activities that are carried out.
The process component of an instructional system refers to the actual sequence of teaching and learning activities that occur during the delivery of a program. It encompasses the methods, interactions, and procedures used to help students achieve the intended learning outcomes. This stage is focused on the 'how' of instruction, examining how teachers and students engage with content and materials. Monitoring this process is essential for identifying procedural barriers and ensuring that the instructional plan is being followed effectively.

62. (A) Both Statement I and Statement II are true.
Approaches to curriculum change can be classified as top-down or bottom-up, depending on where the initiative originates. The top-down or administrative approach involves decisions made by central authorities and passed down for implementation by teachers. In contrast, the bottom-up or grass-roots approach begins with the ideas and involvement of practitioners at the local level. Both methods play a role in educational reform, and successful change often requires a combination of clear leadership and grassroots engagement to be sustainable.

63. (A) (i), (ii), and (iv) only
Stake's responsive evaluation model identifies several key elements that must be examined to understand the full reality of an educational program. These include antecedents, which are the conditions existing before instruction, and transactions, which are the dynamic interactions during the teaching process. Additionally, the model focuses on outcomes, or the final effects of the program. By considering these components, the evaluator can provide a rich description that

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planned content to life. By engaging students through discussion, technology, and hands-on activities, educators create a meaningful learning environment that caters to different needs. This active transaction is essential for ensuring that educational goals are not just presented but truly absorbed and understood by all learners.

106. (B) What is the fundamental purpose of education and what knowledge is of most worth.
The philosophical basis of curriculum is fundamental as it helps educators define the overarching purpose of education and determine what knowledge and values are most worth teaching. It addresses the 'why' of schooling, guiding designers in setting long-term goals and choosing instructional priorities. This foundation provides a moral and intellectual framework that influences every aspect of the curriculum, from the selection of content to the methods of assessment. It ensures that the educational program remains purposeful and consistent.

107. (A) The Competency model focuses on 'doing', while the Academic model focuses on 'knowing'.
The competency-based model focuses on 'doing' by requiring students to demonstrate specific skills, while the academic model focuses on 'knowing' through the mastery of theoretical content. This fundamental distinction defines how learning is assessed and what the primary goals of the curriculum are. While one prepares students for practical tasks and professional roles, the other emphasizes the intellectual discipline of traditional subjects. Understanding this difference is key to choosing the right approach for different educational settings, whether vocational or purely academic.

108. (A) Prescribing the uniform school curriculum for classes 1-12.
The University Grants Commission is primarily responsible for coordinating and maintaining standards in higher education, rather than school education. Its duties include providing grants to colleges, promoting research, and setting norms for university examinations. While it plays a significant role in developing model curricula for undergraduate and postgraduate programs, it does not prescribe uniform curricula for classes 1 through 12. School education standards and curricula are managed by other national and state-level bodies like NCERT and state boards.

109. (C) (ii), (iii), (iv), and (v) only
Contemporary curriculum models reflect a shift toward more flexible, outcome-oriented, and learner-centered approaches. Examples include the competency-based model, which focuses on performance, and the individual needs model, which prioritizes personal growth. The social functions model aims for societal reform, while the outcome-based integrative model emphasizes integrated knowledge. In contrast, the discipline-based model is more traditional in its focus on subject matter structure. Together, these modern frameworks provide diverse strategies for meeting the complex demands of current education systems and diverse student populations.

110. (C) Teacher's attitude and competence
Internal factors affecting curriculum change originate from within the educational institution itself, such as the attitudes, skills, and readiness of the teaching staff. The commitment and competence of teachers are crucial for the successful implementation of any new program. While external pressures like government policy or technological shifts are important, it is the internal human element that often determines the ultimate success of reform. Supporting teachers through training and involvement is essential for fostering a culture that embraces continuous academic improvement.

111. (C) Needs assessment
Context evaluation in the CIPP model is essentially a form of needs assessment that identifies the problems and assets in a specific environment. This initial stage helps define appropriate goals and ensures that the curriculum is relevant to the target population. By understanding the background conditions, decision-makers can plan programs that address real-world challenges effectively. This proactive evaluation is the first step in creating a successful educational or social initiative that is well-grounded in its specific context and requirements.

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112. (B) Curriculum
Curriculum is the most comprehensive term used to describe all the planned and unplanned learning experiences that occur within a school

solving real-world social problems. This approach requires students to engage critically with their environment and work toward positive reform and social justice. It treats the classroom as a laboratory for building a better society, requiring students to develop the skills and agency necessary for meaningful change. Therefore, it encourages deep engagement with community issues rather than detached observation.

140. (D) Context
Kirkpatrick's evaluation model consists of four specific levels: reaction, learning, behavior, and results. These levels track the impact of a training program from immediate participant feedback to long-term organizational consequences. While context is a primary component of other evaluation models like CIPP, it is not one of the levels in Kirkpatrick's specific framework. Each level provides a different perspective on success, helping organizations understand whether their instructional efforts led to meaningful change in knowledge, performance, and overall impact on the environment.

141. (B) Qualitative Research (e.g., phenomenology or ethnography)
Qualitative research, such as phenomenology or ethnography, is used to explore and understand the lived experiences and perspectives of individuals in specific settings. A study investigating how teachers feel and think as they implement a challenging new curriculum is a perfect example of this approach. It seeks to provide a deep, rich description of the human element in educational reform. By focusing on meaning and context, this research offers valuable insights into the practical realities and personal challenges that shape instructional practice.

142. (A) P-3, Q-1, R-2, S-4
Curriculum models are built on different core ideas that guide their design and goals. The competency-based model focuses on demonstrable performance, while the academic model emphasizes structured subject matter knowledge. The individual needs model prioritizes personal growth and experience, while the social reconstruction model uses curriculum as a tool for societal reform. Understanding these distinctions is essential for selecting the most appropriate strategy for a given educational context. Each model offers a unique pathway for achieving success, whether through skill mastery or personal development.

143. (B) The continuous and ongoing process of making the curriculum better.
Curriculum improvement is a continuous and ongoing process dedicated to making the educational program better over time. It involves constant evaluation, feedback, and refinement of goals, content, and methods. Rather than being a one-time radical change, improvement is a persistent effort to enhance the quality and relevance of instruction. This process ensures that the curriculum remains responsive to student needs, advancements in knowledge, and evolving societal demands. Successful improvement requires collaboration and a commitment to academic excellence from all stakeholders involved.

144. (B) Seeks to integrate knowledge and skills from different disciplines to achieve a specific outcome.
The outcome-based integrative model is 'integrative' because it seeks to combine knowledge and skills from different disciplines to achieve a specific, pre-defined outcome. It moves beyond traditional subject boundaries, helping students understand how various fields of study are connected and applied in real-world contexts. This holistic approach ensures that all learning experiences are aligned toward a common goal, making the curriculum more meaningful and relevant. By emphasizing integration, the model prepares students to solve complex problems that require multidisciplinary understanding.

145. (D) Academic/Discipline Based Model
The belief that curriculum should be based on the enduring and structured knowledge of traditional disciplines reflects the philosophy of the academic or discipline-based model. This approach prioritizes the mastery of established subject matter and the transmission of intellectual heritage across generations. It values the logical organization of information and the pursuit of academic rigor within fields like history, science, and mathematics. This model assumes that developing the mind through deep study of these structured disciplines is the primary purpose of schooling.

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is applying the logic of the intervention model on a small scale. This approach focuses on 'intervening' to fix a particular problem rather than redesigning the entire curriculum. It is a highly practical and responsive strategy for improving learning outcomes in real-time. By identifying and addressing deficiencies directly, the teacher ensures that all students can master essential concepts before moving on to more complex academic challenges.

120. (D) Market Capitalization Research
Curriculum research involves a wide range of academic inquiries, including philosophical investigations into the purpose of education, historical studies of past reforms, and practical action research to solve immediate classroom issues. These methodologies are dedicated to improving instructional quality and theoretical understanding. While market capitalization research is important in the business and finance sectors, it is not a recognized type of research within the field of curriculum studies. Educational research focuses on content, pedagogy, and the lived experiences of learners and teachers.

121. (A) Both Statement I and Statement II are true.
The concepts of curriculum and syllabus are distinct but related, with curriculum representing the broader framework of all planned learning experiences. A syllabus is a more specific content outline that lists the topics to be covered within a single subject. While the syllabus provides the structure for academic lessons, the curriculum encompasses instructional methods, student-teacher interactions, and informal activities. Together, they provide a complete roadmap for the educational journey, ensuring that both specific knowledge and overall development are properly addressed.

122. (C) (i), (ii), and (iii) only
The sociological basis of curriculum examines the relationship between education and the broader community, focusing on social change, cultural heritage, and democratic principles. It considers how schools can prepare students to address societal challenges and function as responsible citizens. This foundation ensures that the curriculum is relevant to the collective needs and values of society. While cognitive development is also important, it is primarily addressed through the psychological basis, which focuses on the individual learner's internal growth and mental processes.

123. (B) Robert Stake
Robert Stake proposed the congruence-contingency model of evaluation, which emphasizes the relationships between antecedents, transactions, and outcomes in an educational program. This model is known for being responsive to the concerns and perspectives of all stakeholders involved. By examining the conditions that exist before instruction and the dynamic interactions that occur within the classroom, evaluators can provide a more holistic and meaningful description of the curriculum's reality. It is a powerful tool for understanding how different factors influence the ultimate success of learning.

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124. (B) Both A and R are true but R is not the correct explanation of A.
National statutory bodies like the UGC and NCTE play a crucial role in maintaining educational quality by providing broad frameworks and benchmarks for curriculum development. While they set the overall standards and coordination for the country, they do not design daily lesson plans, which remain the responsibility of individual teachers and institutions. This approach ensures a balance between national consistency and local flexibility. By establishing these high-level guidelines, statutory bodies help ensure that education remains relevant and intellectually rigorous across all institutions.

125. (C) Creating a rigid, teacher-dominated classroom environment.
Enhancing curriculum transaction involves using a variety of instructional methods and materials to foster active student engagement and participation. This dynamic approach moves away from a rigid, teacher-dominated environment to create a more inclusive and effective classroom experience. By tailoring instruction to the content and the learners' needs, educators can ensure that the planned curriculum is properly understood and absorbed. Encouraging questions and collaboration is essential for making the learning process meaningful and supporting the overall development of all students involved.

Each curriculum evaluation model is associated with a specific theorist who developed its framework and goals. Ralph Tyler is known for the objectives-based model, which focuses on the congruence between goals and outcomes. Daniel Stufflebeam developed the CIPP model for decision-making, while Robert Stake proposed the responsive model. Michael Scriven introduced the idea of goal-free evaluation. Understanding these pairings is essential for students of curriculum theory, as each model offers a unique and valuable perspective on how to assess educational programs.

167. (D) Teacher-salary-centered strategy
Strategies for curriculum development provide the overall framework for planning and structuring the educational experience. Common strategies include subject-centered, learner-centered, and problem-centered approaches, each focusing on a different priority for design. These strategies help designers organize content, select objectives, and choose instructional methods that align with their goals. While administrative issues like teacher salaries are important for managing schools, they are not considered a type of instructional strategy for developing the curriculum content and learning experiences themselves in an educational program.

168. (B) Outcome Based Integrative Model
Creating an interdisciplinary course that integrates content from various subjects like physics, sociology, and ethics is a clear application of the outcome-based integrative model. This approach moves beyond traditional subject boundaries to help students understand complex issues from multiple perspectives. It ensures that learning is holistic and relevant by focusing on a central theme or societal challenge. By integrating diverse knowledge and skills, the curriculum prepares students to apply what they have learned in integrated, real-world contexts and solve multidimensional problems.

169. (B) P-3, Q-4, R-1, S-2
The foundations of curriculum address different guiding questions that are essential for planning a successful educational program. The philosophical basis deals with the purpose of education, while the sociological basis focuses on societal needs. The psychological basis examines how individuals learn best, and the national basis ensures that education reflects the nation's identity and values. Together, these foundations provide a balanced framework that ensures curricula are intellectually rigorous, socially relevant, and well-aligned with both individual and collective goals in modern society.

170. (C) (i), (ii), (iii), and (iv) only
Traditional models of curriculum design are often characterized by a teacher-centric and content-focused approach, emphasizing the logical structure of academic disciplines. They often rely on a rigid organization of information and prioritize the mastery of factual knowledge through rote memorization. In these models, the teacher is the primary dispenser of information, and the focus is on the transmission of established heritage. While modern approaches move toward learner-centeredness, traditional models remain influential for their emphasis on intellectual discipline and subject mastery.

171. (B) Innovations and initiatives originating from classroom teachers.
A bottom-up or grass-roots approach to curriculum change is characterized by innovations and initiatives that originate from classroom teachers and local practitioners. This strategy recognizes that those who are most directly involved in instruction have valuable insights into the needs and challenges of their students. By empowering teachers to lead reform, this approach fosters a sense of ownership and can lead to more practical and sustainable improvements. It contrasts with top-down models where decisions are mandated by central authorities.

172. (C) Make a judgment on the overall worth and success of the program.
The ultimate goal of the product evaluation component in the CIPP model is to make a final judgment on the overall worth, success, and impact of a curriculum program. This stage assesses the final outcomes and determines the extent to which the original objectives were achieved. The information gathered is used to decide whether the program should be continued, modified, or terminated. This summative judgment is essential for ensuring accountability and providing a clear measure of success for all stakeholders involved.

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scientific heritage. This approach focuses on developing the intellect through the rigorous study of established fields like literature, math, or science.

133. (B) CIPP Model
The CIPP model of evaluation explicitly includes 'Context' as a primary component, focusing on the environmental needs and problems that define educational objectives. This systemic approach ensures that program planning is well-grounded in its specific setting. By assessing the initial situation, decision-makers can design more relevant and effective curricula that address the most pressing challenges of the target population. This model provides a comprehensive framework for guiding all stages of the curriculum cycle, from initial concept to final judgment and recycling.

134. (B) It encompasses a wide range of inquiries from philosophical to practical action research.
Curriculum research is a broad field that encompasses a wide range of inquiries, from philosophical investigations to practical action research in the classroom. It is dedicated to improving both the theoretical understanding and the practical implementation of educational programs. This research investigates how content, pedagogy, and learner experiences interact to produce effective learning outcomes. It is conducted by a variety of academic and professional bodies, and its findings are used to inform policy and enhance the quality of instruction for all students.

135. (B) Curriculum transaction
A teacher who employs varied methods like lectures, group work, and project-based learning is focusing on the transaction stage of the curriculum. This phase involves the actual implementation and delivery of the planned framework within the classroom setting. By using different techniques, the teacher aims to engage all learners and make the content more accessible and meaningful. This dynamic interaction between teacher, student, and material is essential for bringing the curriculum to life and successfully achieving the intended educational goals for the class.

136. (A) Skills of critical thinking, collaboration, and respect for diversity.
A democratic philosophical base for curriculum planning prioritizes the development of critical thinking, collaboration, and respect for diversity among students. This approach aims to prepare learners for active and responsible participation in a free society. It moves away from authoritarian methods and rote memorization, instead encouraging students to engage in debate and shared decision-making. By fostering social consciousness and a sense of mutual respect, the curriculum helps students build the skills necessary to navigate complex issues and contribute positively to their community.

137. (D) All (i), (ii), (iii), (iv), and (v)
Curriculum change is a complex process influenced by both internal and external factors, including teacher resistance, societal demands, and advancements in knowledge. Financial constraints and the level of administrative support also play a major role in determining the success of any reform. All these elements must be carefully considered during the planning and implementation phases. Addressing human attitudes, providing necessary resources, and maintaining clear communication are essential for overcoming barriers and achieving sustainable improvements in the quality and relevance of educational programs.

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138. (C) Monitor the project's implementation and identify any procedural barriers.
The process stage of the CIPP model is primarily focused on monitoring the implementation of a curriculum program to identify any procedural barriers or defects that might hinder the program's success. It involves gathering ongoing feedback to ensure that activities are being carried out as planned and resources are being used effectively. This stage provides the information necessary for making immediate adjustments and improving the delivery of the program. By observing the daily operations, evaluators can support practitioners and ensure the overall success of the instructional effort.

139. (D) A false but true.
The social reconstruction model of curriculum is fundamentally active rather than passive, as it aims to use education as a tool for addressing and

setting. It goes beyond a simple list of topics, which is a syllabus, and includes instructional methods, materials, and student-teacher interactions. It encompasses both the formal classroom lessons and the informal social learning that shapes a student's development. This broad definition emphasizes the total environment and guidance provided to learners throughout their entire educational journey in the school.

113. (B) Highly flexible, differentiated, and co-constructed with students.
A school that follows the individual needs and interests model will offer a curriculum that is highly flexible and co-constructed with its students. This approach recognizes that learners have unique backgrounds and aspirations, requiring differentiated instruction and varied content. Rather than a standardized program, the curriculum adapts to support personal growth and self-directed exploration. The teacher acts as a facilitator, guiding students as they pursue their passions and develop the skills and knowledge most meaningful to their own individual lives.

114. (B) Improve the theory and practice of curriculum development, transaction, and evaluation.
The primary goal of curriculum research is to continuously improve the theory and practice of how educational programs are developed, implemented, and evaluated. By investigating new pedagogical methods, exploring learner needs, and assessing the impact of content, researchers provide evidence-based insights for better decision-making. This inquiry is essential for keeping education relevant in a changing world and ensuring that instructional strategies are effective. Ultimately, the focus is on enhancing the quality of the learning experience for all students and teachers.

115. (C) Societal and technological factors
A university's decision to add digital and data journalism courses is a clear response to major societal and technological shifts in the media industry. This type of curriculum change ensures that students acquire the skills currently in demand by employers. It reflects the need for education to stay current with advancements in digital communication and evolving professional ethics. By adapting to these external pressures, the institution maintains the relevance and value of its programs, preparing its graduates for success in a rapidly changing field.

116. (B) P-2, Q-1, R-4, S-3
Approaches to curriculum change describe the process and power dynamics involved in reform. The top-down or bureaucratic approach is mandated by central authority and follows formal rules. In contrast, the bottom-up approach is driven by the initiatives of practitioners in the classroom. A participatory or collaborative approach involves all stakeholders in the development process. Understanding these different strategies is essential for identifying how change is initiated and managed within various educational institutions and systems to ensure successful and lasting improvements.

117. (A) A reactive, problem-focused strategy to fix a specific curricular weakness.
The intervention model of curriculum is a reactive and problem-focused strategy designed to address a specific weakness in an existing program. Rather than being a holistic framework for a new curriculum, it provides a way to 'intervene' and fix identified gaps through targeted modules or activities. This practical approach allows institutions to make precise improvements quickly and effectively. It is especially useful for maintaining the quality of instruction when a full redesign is not feasible or necessary for the overall program.

118. (D) It primarily focuses on unintended and side-effects of the curriculum.
Tyler's model is a classic objectives-based approach that focuses on the congruence between pre-defined educational goals and the final outcomes achieved by students. It starts with clear objectives, which then guide the selection and organization of learning experiences. While it provides a structured framework for assessment, it is often criticized for overlooking unintended side effects or 'goal-free' outcomes. The model's primary focus is on measuring whether the intended purposes of the curriculum were successfully met through systematic evaluation and instructional planning.

119. (C) Intervention Model
A teacher who designs targeted activities to address a specific gap in student understanding

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146. (B) To regulate and maintain norms and standards in the teacher education system.
The primary function of the National Council for Teacher Education is to regulate and maintain standards within the teacher education system in India. It is responsible for setting the norms for professional programs like B.Ed. and M.Ed., ensuring that future teachers possess the necessary pedagogical skills and knowledge. By overseeing these institutions and their curricula, the council works to enhance the overall quality of instruction in schools across the country. Its role is vital for ensuring a well-prepared and professional teaching workforce.

147. (A) Adapts the evaluation questions to the concerns and issues of the people involved.
Stake's model is considered more responsive because it adapts its evaluation questions and methods to address the specific concerns and issues of the people involved in the program. Rather than strictly adhering to pre-stated objectives, the evaluator listens to the stakeholders to understand their different perspectives and priorities. This approach provides a richer and more meaningful description of the curriculum's reality and impact. By being flexible and inclusive, the responsive model ensures that the evaluation is relevant and useful for improvement.

148. (C) (i), (ii), and (iii) only
Approaches to curriculum change describe the organizational strategies used to implement new educational frameworks. The administrative approach is top-down, while the grass-roots approach is bottom-up. The demonstrative approach involves small-scale trials of new ideas before broader implementation. These methods reflect different power dynamics and starting points for reform. Understanding these various strategies is essential for successfully managing the complex process of educational improvement. Each approach has its own strengths and challenges, and the best choice often depends on the specific institutional context.

149. (C) The national economic policy.
The psychological foundation of curriculum planning is primarily concerned with the learner's internal development, motivation, and the cognitive processes of acquiring new knowledge. It focuses on ensuring that instruction is age-appropriate and aligned with individual needs and learning styles. While national economic policy is an important factor for overall educational planning, it is generally considered a sociological or national concern rather than a psychological one. Psychology's main role is to provide the 'how' of learning, focusing on the human mind and its growth.

150. (D) Value orientation change
A value orientation change is a fundamental shift in the underlying educational philosophy of a school, such as moving from a teacher-centered to a learner-centered approach. This type of curriculum change reflects a transformation in the core beliefs and goals of the institution. It goes beyond minor alterations and impacts every aspect of the program, from content and methods to teacher roles and student assessment. Such a change is often far-reaching and requires a significant commitment from all stakeholders to be successful.

151. (B) A teacher using an interactive simulation to teach the laws of motion.
Using an interactive simulation to teach the laws of motion is a powerful example of leveraging instructional media to enhance curriculum transaction. This digital tool provides students with a hands-on experience that makes abstract concepts more concrete and engaging. It allows for experimentation and immediate feedback, which can be difficult to achieve in a traditional lecture. By integrating such modern resources, educators can cater to different learning styles and create a more dynamic and effective environment that supports deep understanding and retention.

152. (B) Avoid looking at the goals and instead assess the actual effects of the program.
Scriven's idea of goal-free evaluation suggests that the evaluator should avoid focusing solely on the program's stated objectives and instead assess all of its actual effects. This approach aims to discover unintended consequences, both positive and negative, that might otherwise be overlooked. By being 'goal-free', the evaluator can provide a more objective and comprehensive judgment of the curriculum's real-world impact. This perspective prioritizes the actual value delivered to the participants and stakeholders

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over the original intentions of the program designers and developers.

153. (B) Sociological basis of workforce needs
A curriculum that includes mandatory internships at local businesses is strongly influenced by the sociological foundation of education, which considers the workforce needs and economic demands of society. This approach aims to connect classroom learning with real-world professional environments, ensuring that students develop relevant skills for their future careers. It reflects the belief that education should prepare individuals for their roles in the community and the economy. By prioritizing workplace readiness, the curriculum becomes more practical and aligned with modern societal requirements.

154. (C) Any condition existing prior to teaching and learning that may relate to outcomes.
In Stake's evaluation model, antecedents are any conditions that exist before the teaching-learning process begins and that may influence the program's outcomes. This includes student backgrounds, teacher experience, available resources, and the existing school culture. Understanding these initial conditions is essential for interpreting the subsequent interactions and results of the curriculum. By examining antecedents, evaluators can provide a more nuanced and accurate description of why certain educational efforts succeeded or faced challenges in a specific context and environment.

155. (A) Both Statement I and Statement II are true.
Curriculum change can be implemented using different strategies, such as top-down or bottom-up approaches. The top-down approach is characterized by decisions made by central authorities and passed down for implementation, while the bottom-up approach starts with initiatives from classroom teachers and local practitioners. Both methods are important for educational reform, and successful improvement often requires a combination of clear leadership and grass-roots involvement. Understanding these power dynamics is essential for navigating the complexities of successfully modernizing and enhancing school educational programs.

156. (A) Designing and updating syllabi for its various departments and affiliated colleges.
A university's primary role in curriculum development is to design and periodically update the syllabi for its various academic departments and affiliated colleges. It is responsible for ensuring that undergraduate and postgraduate programs are intellectually rigorous, current, and professionally relevant. This process involves incorporating the latest research and responding to industry demands. By approving these curricula, the university maintains the academic standards and quality of its degrees, preparing graduates for successful professional practice or advanced research and study.

157. (B) Individual Needs & Interests Model
The individual needs and interests model is most likely to use learning contracts and project-based instruction, as these methods allow students to have a significant say in their own education. This learner-centered approach prioritizes personal growth and adapts content to match the unique goals and abilities of each child. The teacher acts as a guide and facilitator, supporting students as they pursue their interests and develop self-directed learning skills. This model fosters a sense of ownership and motivation by making learning personally meaningful and relevant.

158. (D) (i), (ii), (iii), and (iv) are all potential stakeholders
Curriculum change involves a wide range of stakeholders, including students, teachers, administrators, and parents, all of whom play a role in the improvement process. Students provide feedback on their learning experiences, while teachers implement new strategies in the classroom. Administrators provide leadership and resources, and parents offer community perspectives. Successful reform requires collaboration and clear communication among all these groups to ensure that the new curriculum is relevant, effective, and well-supported. Each stakeholder's input is essential for lasting improvement.

159. (B) Context
The 'C' in the CIPP model stands for Context, which is the first stage of evaluation focusing on identifying environmental needs and problems. This component helps decision-

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makers define appropriate goals and objectives for an educational program. By assessing the initial situation, planners can ensure that the curriculum is well-grounded and addresses the most pressing challenges of the target population. Context evaluation provides the foundational information necessary for building a relevant and successful program that is tailored to its specific setting.

160. (D) A false but true.
Instructional materials like textbooks, videos, and software are essential components of an instructional system, providing the medium and substance for the learning process. They are the tangible resources that help convey information and engage students with the content. An effective system relies on these materials to support varied instructional techniques and meet different learning styles. Without quality materials, it becomes much more difficult for teachers and students to interact meaningfully with the curriculum and achieve the intended educational goals for the course.

161. (B) Formative evaluation
Formative evaluation is conducted during the process of curriculum development to provide ongoing feedback that can be used for immediate improvement and refinement. It helps designers identify weaknesses in the goals, content, or instructional methods before the program is finalized. This type of assessment is essential for ensuring that the curriculum is effective and meets student needs. By providing a continuous cycle of feedback and adjustment, formative evaluation supports the creation of high-quality educational programs that are well-conceived and properly delivered.

162. (A) The range of topics and questions that can be investigated within the field of curriculum studies.
The scope of curriculum research refers to the wide range of questions and topics that can be investigated within the field, from design processes to implementation challenges. It encompasses the study of how educational programs are planned, how they are delivered in the classroom, and what impact they have on student learning. This broad focus is dedicated to improving both the theory and practice of education. By exploring these varied areas, researchers provide evidence-based insights that inform better decision-making for curriculum development.

163. (A) Principle of forward-looking (futuristic)
The principle of forward-looking or futuristic construction suggests that the curriculum should be designed to prepare students for their future lives and the challenges they will face in society. This approach emphasizes developing the skills and knowledge that will be relevant in an evolving world. It requires designers to anticipate future trends and societal needs, ensuring that education remains useful and meaningful for graduates. By focusing on long-term preparation, the curriculum helps students build the resilience and adaptability necessary for success in life.

164. (C) Process
The process evaluation component of the CIPP model is focused on monitoring the implementation and operation of a curriculum program. It aims to identify any procedural barriers or defects that might hinder the program's success. By gathering ongoing feedback, this stage helps decision-makers ensure that activities are being carried out as intended and resources are being used effectively. This monitoring is essential for making immediate adjustments and improving the delivery of the instructional plan within its specific real-world setting.

165. (A) The human element, including attitudes, beliefs, and fear of the unknown.
The human element, including the attitudes, beliefs, and fear of the unknown among teachers and administrators, is often the most significant barrier to successful curriculum change. People are naturally resistant to shifting their established routines and adopting new, unfamiliar methods. Overcoming this resistance requires strong leadership, clear communication, and the provision of adequate training and support. By addressing these psychological factors and involving stakeholders in the process, educational institutions can create a more positive and collaborative environment that embraces improvement.

166. (D) Objectives-Based Model - Ralph Tyler

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126. (A) Competency-Based
A competency-based curriculum is specifically designed to develop the practical skills, problem-solving abilities, and professional attributes required for a particular career. It requires students to demonstrate their proficiency through performance-based tasks, ensuring they are well-prepared for real-world workplace demands. This approach prioritizes demonstrable outcomes and technical expertise over the acquisition of abstract theoretical knowledge. By focusing on measurable competencies, the curriculum provides a clear and reliable path for students to gain the expertise necessary for their chosen professional fields.

127. (C) Scriven's Model
Michael Scriven is well-known for explicitly distinguishing between formative evaluation, which is used for improvement during program development, and summative evaluation, which is conducted for final judgment. This distinction highlights the different purposes that assessment can serve throughout the educational cycle. Formative evaluation provides immediate feedback for refinement, while summative evaluation determines the overall worth and effectiveness of the completed curriculum. Understanding these roles is essential for making informed decisions and ensuring high standards of quality in any instructional program.

128. (C) Evaluation
The traditional process of curriculum development ends with a systematic evaluation of outcomes to determine if the original educational objectives were successfully achieved. This final stage provides essential information about the effectiveness of the content and learning experiences that were selected and organized. The results of the evaluation are then used to inform future improvements and refinements to the program. This structured approach ensures that the curriculum remains goal-oriented and provides a clear measure of success for both designers and learners.

129. (A) R, S, P, Q
Curriculum change follows a logical progression that begins with identifying the need for improvement through analysis and feedback. This is followed by the careful planning and development of the new educational framework. Once the curriculum is designed, it is implemented in the classroom through the teaching and learning process. Finally, its effectiveness is evaluated to ensure that it meets the intended goals. This systemic approach ensures that changes are well-founded, properly executed, and ultimately successful in enhancing student learning outcomes.

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130. (A) Progressivism
The individual needs and interests model is most closely associated with the philosophy of progressivism, which emphasizes that education should be learner-centered and focused on personal growth. This perspective advocates for a flexible curriculum that is responsive to the unique developmental stage and interests of each child. It prioritizes hands-on experiences and problem-solving over rote memorization of traditional subjects. By fostering a sense of curiosity and self-directed learning, progressivism aims to prepare students for active participation in a democratic society.

131. (A) Minor changes or additions to the existing curriculum, such as adding a new unit.
Curriculum alteration refers to making minor additions or updates to an existing program, such as introducing a new unit of study or refining a specific topic. These changes are designed to keep the content current and relevant without transforming the fundamental structure or philosophy of the curriculum. While less comprehensive than a full restructuring or replacement, alterations are vital for maintaining the accuracy and effectiveness of instruction over time. They allow for continuous, small-scale improvements that address evolving needs and developments.

132. (B) Emphasis on the logical structure and content of the subject matter.
A key feature of the academic approach to instruction is its strong emphasis on the logical structure and inherent content of subject matter. This method prioritizes the mastery of core concepts and theories within traditional disciplines, assuming that deep intellectual engagement is the primary goal of education. It values the organized body of human knowledge and the systematic transmission of cultural and

173. (C) The dynamic activities and interactions of the teaching-learning process.
In Stake's responsive evaluation model, transactions represent the actual activities and dynamic interactions that occur within the classroom during the teaching-learning process. This includes the dialogue, instructional methods, and behaviors of both teachers and students. Understanding these transactions is essential for providing a full and accurate description of the curriculum's reality. By examining these daily interactions, evaluators can identify the factors that influence student engagement and the ultimate success of the program in meeting its intended educational goals.

174. (B) Integrative approach
A curriculum organized around broad themes like community and environment rather than separate subjects is an example of an integrative approach. This strategy breaks down traditional discipline boundaries to help students see the connections between different fields of study and apply their knowledge to real-world issues. It fosters a more holistic understanding of the world and makes learning more personally meaningful and relevant. By focusing on themes, educators can create a unified and engaging experience that supports students' overall development.

175. (A) Facilitator and guide
In the individual needs and interests model, the teacher's primary role is that of a facilitator and guide who supports students as they pursue their own unique educational journeys. This learner-centered approach requires the teacher to adapt instruction to match each child's goals, abilities, and interests. Rather than just dispensing content, the educator provides resources, encourages self-directed exploration, and helps students develop critical thinking and problem-solving skills. This role is essential for fostering a sense of ownership and personal growth in learners.

176. (C) It ends permanently once a curriculum document is printed.
The process of curriculum development is a dynamic and continuous cycle that involves making choices about goals, content, and learning experiences based on sound foundations. It does not end permanently once a document is printed; instead, it requires constant evaluation and refinement to remain effective and relevant. As societal needs and academic knowledge evolve, the curriculum must also adapt. Successful development is an ongoing commitment to academic excellence and responsiveness to student needs through persistent feedback and periodic program updates.

177. (B) Competency Based Model
A medical curriculum designed around the specific tasks a doctor must perform is a classic example of the competency-based model. This approach requires students to demonstrate their proficiency in clearly defined skills, such as diagnosis and surgical procedures, before moving on to professional practice. It prioritizes practical performance and measurable outcomes over abstract theoretical knowledge. By focusing on these essential competencies, the curriculum ensures that graduates are well-prepared for the professional demands and technical requirements of their chosen medical careers.

178. (D) All of the above.
The scope of curriculum research is broad and includes a variety of topics, such as the effectiveness of instructional software, the history of educational reforms, and comparative studies of evaluation models. It is dedicated to improving both the theoretical understanding and the practical implementation of curricula across different settings. By exploring these varied areas, researchers provide evidence-based insights that inform better decision-making for development and instruction. This field is essential for keeping education relevant and ensuring that pedagogical strategies are effective.

179. (D) A false but true.
Curriculum benchmarking is a strategic process that involves identifying and studying 'best practices' from leading institutions to use them as a reference point for improvement. It is not about setting low standards; instead, it aims to raise quality and performance by learning from those who are most successful in the field. This proactive approach helps institutions recognize their own gaps and adopt proven strategies to enhance academic excellence. By using external benchmarks, schools can provide a more competitive and high-quality experience.

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in schools throughout the national education system and supports professional growth for educators.

221. (C) Summative Evaluation
Summative evaluation is conducted after a curriculum has been fully implemented to determine its overall effectiveness, worth, and success in meeting its intended goals. This final assessment provides the information needed to make major decisions about the program's future, such as whether it should be continued, modified, or replaced. Unlike formative evaluation, which focuses on immediate improvement, summative evaluation offers a final judgment on impact. It is essential for ensuring accountability and providing a clear measure of educational achievement and performance across the entire program.

222. (B) Competent and well-prepared teacher
The most crucial element for the successful transaction of any curriculum is a competent and well-prepared teacher who can bring the planned framework to life in the classroom. While resources and policies are important, it is the teacher's skill, dedication, and ability to interact with students that determine the ultimate success of the learning process. They translate theoretical goals into meaningful experiences, adapting the content to meet the diverse needs of their class and ensuring effective academic engagement and achievement for all learners involved.

223. (B) The relationship between education and social change.
A key concern of the sociological foundation of curriculum is the complex relationship between education and social change. This basis examines how schools can prepare students to address societal challenges, preserve cultural values, and function effectively as citizens. It ensures that the curriculum is relevant to the collective needs and values of the community. By focusing on social consciousness and civic responsibility, this foundation helps create educational programs that support the development of a just and equitable society for all members of the community.

224. (A) (i) and (ii) only
Curriculum theory distinguishes between traditional models, which are often teacher-centered and content-oriented, and contemporary models, which prioritize learner-centeredness and outcomes. Traditional approaches like the academic model focus on structured subject matter mastery. In contrast, modern frameworks like the competency-based model emphasize demonstrable skills and performance. These statements correctly identify these fundamental characteristics, which guide designers in choosing the most appropriate strategy to meet current educational demands while respecting the foundations of academic rigor and structured knowledge acquisition across various levels of schooling.

225. (C) Action Research
Action research is a practical and cyclical form of inquiry used by educators to solve immediate problems, such as student indiscipline, within their own specific classrooms. It involves identifying the issue, implementing a new management strategy, and then evaluating its effectiveness to inform future decisions. Unlike fundamental research, which aims to build general theories, action research is focused on local improvement and professional growth. It empowers practitioners to take direct responsibility for enhancing the quality and environment of their teaching and supporting the overall well-being of their students.

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226. (B) The extent to which educational objectives are being attained.
The primary purpose of Tyler's model of curriculum evaluation is to determine the extent to which the pre-stated educational objectives were successfully achieved. This classic objectives-based framework focuses on the congruence between the original intentions of the program and the final outcomes demonstrated by students. By measuring these results, evaluators can provide a clear judgment of the curriculum's effectiveness. This structured approach ensures that the educational effort remains goal-oriented and provides a systematic measure of success for designers, teachers, and all other educational stakeholders involved.

227. (B) Outcome Based Integrative Model or Social Functions Model

well-conceived, properly supported, effectively delivered, and ultimately successful. This systemic model is a classic tool for guiding program management and improvement.

187. (A) Ralph Tyler
Ralph Tyler's framework for curriculum development is built around four fundamental questions, one of which focuses on identifying the specific learning experiences that must be provided to achieve the intended educational purposes. This objectives-based model requires designers to select and organize experiences that are most likely to lead to the desired outcomes. It provides a structured and logical approach to building a cohesive program. By focusing on this alignment, Tyler's model ensures that all instructional activities are goal-oriented and effective.

188. (C) The role of the teacher is minimal and unimportant in the change process.
Curriculum change is a complex and challenging process influenced by a variety of social, political, and economic factors. Successful reform requires strong administrative leadership and the provision of adequate resources and training. However, the role of the teacher is central and vital to the change process, rather than being minimal. Teachers are responsible for implementing new strategies in the classroom, and their commitment and skill are what determine the ultimate success of any educational innovation or improvement effort.

189. (D) All (i), (ii), (iii), (iv), and (v) are correct
Curriculum models are categorized by their primary orientations and goals, each offering a different pathway to educational success. The academic model is content-oriented, the competency model is performance-oriented, and the social reconstruction model focuses on societal needs. The individual needs model is learner-oriented, prioritizing personal growth, while the intervention model is problem-oriented, addressing specific deficiencies. All these statements correctly identify the core features of these various models, which provide a diverse set of strategies for designing and implementing high-quality instruction.

190. (A) Comparing curriculum performance against an established standard or best practice.
Benchmarking in curriculum involves a systematic process of comparing an institution's performance and practices against an established standard or identified best practice in the field. This helps identify areas for improvement and gaps in quality, encouraging the adoption of proven strategies from leading schools and universities. It is a proactive and analytical tool for enhancing academic excellence rather than a simple bureaucratic exercise. By looking at external reference points, institutions can elevate their own standards and provide better educational outcomes.

191. (B) Instructional Technique
A classroom debate is a clear example of an instructional technique, which is the specific pedagogical method used to facilitate student engagement and learning. This technique encourages active participation, critical thinking, and collaborative problem-solving. Unlike instructional media, which are the physical tools or channels used, techniques describe the process of interaction within the classroom. Selecting the right method is essential for making the curriculum accessible and effective. It helps students explore different perspectives and develop deep understanding of the subject matter.

192. (B) CIPP Model
The CIPP model of evaluation is named after an acronym that represents its four distinct stages: Context, Input, Process, and Product. Developed by Daniel Stufflebeam, this framework provides a comprehensive and systemic approach to assessing every aspect of a curriculum program. Each stage serves a specific decision-making purpose, from initial planning to final judgment and recycling. This model is widely valued for its holistic perspective and its utility in guiding program management and continuous improvement across varied educational settings.

193. (B) P-3, Q-1, R-4, S-2
Curriculum change can take various forms depending on its scope and impact on the educational program. Substitution involves replacing one specific element, like a novel, with another. Alteration represents minor changes or additions, such as adding a new unit. Restructuring involves a major reorganization of

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participation, collaboration, and critical thinking to prepare learners for responsible citizenship in a free society. This approach would be least likely to support authoritarian teaching methods and rote memorization, which discourage inquiry and individual agency. Instead, it fosters a culture of mutual respect and debate on controversial issues. By encouraging students to engage in shared decision-making, the curriculum helps them build the skills necessary to navigate complex social challenges and contribute positively to their community and broader society.

234. (D) Statement I is false, but Statement II is true.
Curriculum change is a complex and often challenging process influenced by societal needs, technological advancements, and the readiness of teachers. It is rarely a simple or linear experience and is frequently met with resistance from various stakeholders. Successfully managing reform requires careful planning, strong leadership, and the provision of adequate training and support. Understanding these diverse factors is essential for creating an environment that embraces improvement and ensures that educational programs remain relevant and effective for all learners in society in a constantly evolving global context.

235. (D) A summative evaluation.
The product evaluation component of the CIPP model is essentially a form of summative evaluation conducted at the conclusion of a program. It aims to judge the overall success and worth of the curriculum by assessing its final outcomes against the original objectives. This stage provides the comprehensive information necessary to decide whether the program should be continued, modified, or terminated. By measuring results, decision-makers can ensure accountability and provide a clear measure of the program's impact and effectiveness for all participants and other interested stakeholders in the community.

236. (B) Social Functions/Activities Model (Social Reconstruction)
A curriculum designed to address issues like social justice, equity, and environmental sustainability is most aligned with the social reconstruction model. This approach aims to use education as a tool for reforming and improving society, encouraging students to engage critically with real-world problems. It treats the classroom as a place for building a better world, requiring learners to develop the skills and social consciousness necessary for meaningful change. This strategy prioritizes societal needs and active citizenship over traditional academic content and focuses on the collective well-being of all members of society.

237. (A) Mastery of established knowledge within a subject field.
The academic approach to curriculum and instruction is characterized by its strong focus on the mastery of established knowledge within traditional discipline fields. It prioritizes the pursuit of intellectual rigor and the transmission of core concepts, theories, and factual information in subjects like science or history. This method assumes that developing the intellect through the deep study of organized disciplines is the primary goal of education. It values the logical structure of knowledge and the systematic development of academic expertise to ensure a high-quality educational experience for all learners.

238. (B) (i), (ii), (iii) and (iv) only
Research in curriculum studies encompasses a variety of methodologies, including action research for solving classroom problems, historical research for studying past reforms, and experimental research for investigating cause-and-effect. Philosophical research is also vital for examining the fundamental purposes and values of education. These different approaches are dedicated to improving both the theory and practice of instructional design and delivery. While corporate financial audits are important in business, they are not a recognized type of academic research within this field, which focuses primarily on the teaching and learning process in schools.

239. (A) Tyler focuses on intended objectives while Scriven also looks for unintended effects.
The most significant difference between Tyler's model and Scriven's goal-free model is that Tyler focuses strictly on intended objectives, while Scriven also actively looks for unintended effects. By not being restricted to the original goals, Scriven's approach can discover unanticipated outcomes, both positive and negative, that

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or reduced costs. This final stage measures the ultimate impact of the instruction beyond participant satisfaction or individual behavior change. It provides the evidence necessary to determine the overall value and return on investment for the training effort. Assessing results is essential for ensuring accountability and making major decisions about future program development.

201. (B) Potentially detached from real-life applications and societal relevance.
The academic or discipline-based model is often criticized for its potential detachment from real-life applications and societal relevance, as it focuses heavily on the internal structure of traditional subjects. Critics argue that this approach can become overly theoretical and fail to prepare students for the practical challenges of modern life. While it values intellectual rigor, it may overlook the need for multidisciplinary understanding and social consciousness. Balancing subject mastery with practical application is a key challenge for designers who use this model.

202. (D) A false but true.
Students play a crucial role in curriculum change as they are the primary consumers of the educational program. Their feedback on its relevance, difficulty, and engagement provides valuable information that can be used to identify areas for improvement. By listening to student perspectives, designers can create programs that are more responsive to their needs and better support their motivation and success. This involvement is essential for ensuring that the curriculum effectively meets the goals of both the learners and the institution.

203. (A) Correlational Research
Correlational research in curriculum studies systematically investigates the relationship between two or more variables, such as student motivation and the type of instructional material used in class. This approach helps identify patterns and connections without necessarily manipulating the variables to determine cause-and-effect. By understanding these relationships, researchers can provide insights that inform better design and teaching practices. This type of inquiry is essential for building a deeper theoretical understanding of how different factors influence learning outcomes in various settings.

204. (A) Using a variety of instructional techniques and media tailored to the content and learners.
Enhancing curriculum transaction involves using a variety of instructional techniques and media that are carefully tailored to the content and the needs of the learners. This dynamic approach moves away from rigid, single-method teaching to create a more inclusive and engaging classroom environment. By fostering active participation and using diverse resources, educators can ensure that the planned curriculum is properly understood and absorbed by all students. Encouraging interaction and collaboration is essential for making the learning process meaningful and successful.

205. (B) Intervention Model
The intervention model is specifically designed to rectify a targeted weakness or deficiency in an existing curriculum program. Rather than undergoing a full redesign, this approach focuses on creating specialized modules or activities to 'intervene' and fix identified gaps. This practical strategy allows institutions to make precise improvements quickly and effectively, ensuring that instruction remains high-quality and student needs are met. It is a reactive and problem-focused tool that is essential for maintaining the overall effectiveness of educational offerings.

206. (B) The foundations of curriculum are static and do not change over time.
The foundations of curriculum provide the philosophical, sociological, and psychological frameworks that guide educational planning. While these foundations are essential, they are not static; instead, they evolve as academic knowledge, societal values, and research on learning grow. A dynamic curriculum must reflect these changes to remain relevant and effective. Understanding that foundations are responsive to new insights is vital for designers. This ongoing evolution ensures that education continues to meet the evolving needs of both the individual learner and the broader community.

207. (B) (ii), (iii), and (iv) only

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The individual needs and interests model is a learner-centered approach that begins with the student's unique experiences and passions. It prioritizes personal growth and development, with the teacher acting as a facilitator and resource person rather than a sole dispenser of information. This model assumes that learning is most effective when it is personally meaningful and responsive to the individual. Therefore, the resulting curriculum is flexible and co-constructed, focusing on self-directed exploration and critical thinking rather than rigid content or memorization.

208. (A) Choose the best strategy or plan to meet the identified needs.
The primary purpose of the input evaluation component in the CIPP model is to help decision-makers choose the best possible strategy or plan to meet identified educational needs. It involves assessing various alternative approaches and determining which plan is most feasible and effective given the available resources and budget. By carefully evaluating these options before implementation, planners can ensure that the curriculum is well-conceived and properly supported. This stage is essential for building a strong foundation for program success.

209. (A) Lectures, readings, and discussions centered on the core concepts of a discipline.
An academic approach to instruction would most likely involve lectures, readings, and discussions that focus on the core concepts and structures of traditional disciplines. This method prioritizes the mastery of established knowledge and the pursuit of intellectual rigor within fields like history, science, or mathematics. It assumes that deep study of organized disciplines is the most effective way to develop the mind. This approach values the systematic transmission of cultural and scientific heritage through structured, subject-oriented classroom activities and assessments.

210. (A) Teachers are involved in the planning and development process.
Curriculum change is significantly more likely to be successful when teachers are actively involved in the planning and development process. Their practical experience and insights into student needs ensure that new strategies are realistic and effective. When educators have a sense of ownership over the reform, they are more motivated to implement it successfully in their classrooms. Providing them with a voice in the transition helps overcome resistance and fosters a more collaborative environment dedicated to continuous academic improvement.

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211. (D) It is decision-oriented and provides information for program management.
The CIPP model of evaluation is primarily decision-oriented, providing a comprehensive framework for gathering information to guide program management and improvement. Its four components—Context, Input, Process, and Product—support different types of choices throughout the curriculum cycle, from initial planning to final judgment. This systemic approach ensures that educational efforts are well-grounded, properly resourced, effectively implemented, and ultimately successful. Its focus on practical utility for administrators and policymakers makes it a classic and highly valued tool for evaluation.

212. (C) Classroom teachers and local schools
A grass-roots or bottom-up approach to curriculum change originates from the initiatives and involvement of classroom teachers and local schools. This strategy recognizes that those who are most directly involved in instruction possess valuable insights into the practical needs and challenges of their students. By empowering practitioners to lead reform, this approach fosters a sense of ownership and can lead to more meaningful and sustainable improvements. It contrasts with top-down models where decisions are mandated by central authorities.

213. (D) Level 1: Reaction
Level one of Kirkpatrick's model evaluates the participants' reaction to the training program, focusing on whether they enjoyed the experience and found it relevant and engaging. This stage measures immediate satisfaction rather than the acquisition of new skills or long-term behavior change. While it is the most basic level, a positive reaction is often a necessary foundation for effective learning. Collecting this feedback helps organizations identify areas for improvement in program delivery and ensures that instruction meets the participants' needs.

214. (A) Reflects the values, aspirations, and identity of the nation.
The national basis of curriculum planning ensures that educational aims reflect the unique identity, values, and aspirations of the nation. It serves to instill patriotic values and a shared sense of heritage among all students, aligning instruction with national development goals. By focusing on nation-building, this foundation helps create a cohesive educational framework that supports the country's long-term vision. This ensures that graduates understand their civic responsibilities and are prepared to contribute meaningfully to their society's growth.

215. (A) Q, R, P, S
A typical and logical order for curriculum development activities begins with the formulation of clear learning objectives, which then guide the selection of appropriate content. Once the subject matter is chosen, instructional strategies are selected to facilitate student engagement and mastery. Finally, evaluation procedures are planned to measure whether the original goals were achieved. This systematic approach ensures that every aspect of the program is aligned and supports the ultimate success of both the learners and the instructional effort in a consistent manner.

216. (C) Competency Based Model
The competency-based model of curriculum defines learning as the acquisition of specific, demonstrable skills that students can perform in real-world contexts. It requires learners to prove their proficiency in clearly defined tasks through performance-based assessments. This approach prioritizes practical application and workplace readiness over the mere acquisition of theoretical knowledge. By focusing on measurable outcomes, the model ensures that graduates possess the technical expertise and abilities necessary for professional success and contributes meaningfully to the requirements of their chosen career fields.

217. (A) Transactions
In Stake's responsive evaluation model, transactions represent the actual activities and dynamic interactions that occur within the classroom during the teaching-learning process. This includes the dialogue, instructional methods, and behaviors of both teachers and students. Understanding these transactions is essential for providing a full and accurate description of the curriculum's reality. By examining these daily interactions, evaluators can identify the factors that influence student engagement and the ultimate success of the program in meeting its intended educational goals for the course.

218. (D) All of the above.
Curriculum research is a comprehensive field that includes the systematic study of development processes, implementation strategies, and the overall impact of educational programs. It aims to improve both the theory and practice of instruction by providing evidence-based insights. By exploring how curricula are planned, how they are delivered in the classroom, and what results they achieve, researchers inform better decision-making. This broad scope is essential for maintaining educational quality and ensuring that instructional programs remain effective and relevant in an ever-changing modern society.

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219. (D) A false but true.
While the CIPP model is often used in the context of curriculum planning, its primary identity is as a comprehensive framework for evaluation developed by Daniel Stufflebeam. It is designed to guide decision-making through four distinct stages: Context, Input, Process, and Product. This systemic approach provides the information necessary to judge the overall worth and success of a program. Understanding its role as an evaluative tool is essential for correctly applying its components to manage and improve instruction effectively within any organizational or educational environment.

220. (A) NCTE (National Council for Teacher Education)
The National Council for Teacher Education is the primary statutory body responsible for setting the norms and standards for teacher education curriculum across India. It develops the frameworks for professional programs like the Bachelor of Education and Master of Education. By overseeing these programs, the council ensures that future teachers acquire the necessary pedagogical skills and knowledge. This focus on teacher training is vital for maintaining the overall quality and consistency of instruction

180. (A) Curriculum includes the total learning experiences, while syllabus is the content outline of a subject.
The main difference between curriculum and syllabus is that the curriculum encompasses the total learning experiences provided by a school, while a syllabus is a specific content outline for a single subject. A syllabus lists the topics and themes to be covered in class, while the curriculum includes instructional methods, teacher-student interactions, and informal social activities. Together, they provide a comprehensive roadmap for education, ensuring that students receive both structured subject knowledge and a well-rounded overall academic development.

181. (B) CIPP Model
The CIPP model of evaluation is fundamentally decision-oriented, focusing on providing essential information to help program managers and policymakers make effective choices throughout the curriculum cycle. Each of its four components—Context, Input, Process, and Product—is designed to support a specific type of decision, from initial planning to final judgment and recycling. This systemic approach ensures that the curriculum is well-grounded, properly resourced, effectively implemented, and ultimately successful. It is a powerful framework for guiding program improvement and management.

182. (A) New government educational policies
New government educational policies are a major external pressure for curriculum change, as they often mandate shifts in goals, content, and instructional priorities across the entire system. These policies reflect national priorities and societal needs, requiring schools to adapt their programs to remain in compliance and relevant. While internal factors like teacher training and student performance are important, external directives provide the broader framework and legal requirements that drive major reforms. Successfully navigating these policy shifts is essential for educational progress.

183. (B) Outcome Based Integrative Model
The outcome-based integrative model is considered a contemporary curriculum model because it emphasizes integrated knowledge and the achievement of specific, measurable learning outcomes. This approach moves away from traditional subject-centered models to provide a more holistic and relevant educational experience. It prioritizes practical application and the integration of skills across different disciplines to prepare students for complex real-world challenges. This modern focus on results and multidisciplinary understanding reflects current educational trends toward accountability, flexibility, and workplace readiness for all learners.

184. (A) Competency Based Model
The competency-based approach to instruction is most closely aligned with the competency-based curriculum model, as both prioritize the mastery of specific, demonstrable skills and performance. This framework requires students to prove their proficiency in clearly defined tasks before they can progress. It emphasizes practical application and workplace readiness over the acquisition of abstract theoretical knowledge. By focusing on measurable competencies, this approach ensures that graduates are well-prepared for the professional demands and technical requirements of their chosen fields of study.

185. (A) Action Research
Action research is a practical form of inquiry conducted by teachers within their own classrooms to solve immediate problems and improve their instructional methods. It involves identifying a specific challenge, implementing a targeted strategy, and then evaluating the results to inform future teaching decisions. Unlike fundamental research, which seeks to build general theories, action research is focused on local improvement and professional growth. It empowers educators to take direct responsibility for enhancing the quality of learning and engagement for their students.

186. (A) Context, Input, Process, Product
The CIPP model of evaluation, developed by Daniel Stufflebeam, consists of four primary stages: Context, Input, Process, and Product. These components provide a comprehensive framework for assessing every aspect of an educational program, from its initial planning and resource allocation to its daily operation and final impact. Each stage serves a specific decision-making purpose, ensuring that the curriculum is

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Shifting from separate subjects to integrated thematic units focused on real-world problems represents a move toward the outcome-based integrative model or the social functions model. These contemporary approaches break down traditional discipline boundaries to provide a more holistic and relevant learning experience. They help students see the connections between different fields of study and apply their knowledge to complex societal issues. This strategy fosters deep engagement and prepares learners to become active participants in building a more just and sustainable society through multidisciplinary problem-solving and critical thought.

228. (A) The personal preferences of a single student.
Curriculum change is influenced by broad factors like research on learning, societal demands, and national policy directives, all of which require educational programs to be dynamic and responsive. These elements provide the systemic framework for improvement and reform. While individual student feedback is valuable, the personal preferences of a single student are generally not considered a primary factor for changing the entire curriculum. Significant changes are typically driven by the collective needs of the learners and the evolving requirements of society in an increasingly complex and interconnected world.

229. (A) P-3, Q-4, R-1, S-2
Instructional terms describe the different components of the educational delivery system. An instructional system is the overall combination of people and resources organized to achieve learning goals. Media are the channels used to convey messages, while materials are the physical objects like textbooks. Techniques are the specific pedagogical methods used, such as lectures or discussions. Understanding these distinctions is essential for selecting the most effective combination of resources and strategies to enhance student engagement and support successful curriculum transaction and overall academic achievement within the classroom environment.

230. (B) The overall outcomes and success of the curriculum
The product evaluation component of the CIPP model is focused on assessing the overall outcomes and success of a curriculum program at its conclusion. It aims to determine the extent to which the original goals were achieved and makes a judgment about the program's worth and impact. This information is used to decide whether the curriculum should be continued, modified, or terminated. This summative judgment is essential for ensuring accountability and providing a clear measure of success for all stakeholders involved in the design and delivery of educational initiatives.

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231. (B) Competency Based Model
The competency-based model of curriculum prioritizes the mastery of specific skills that students can demonstrably perform in real-world contexts. It requires learners to prove their proficiency in clearly defined tasks through performance-based tasks before moving forward in their studies. This approach shifts the focus from theoretical knowledge to practical application and workplace readiness. By emphasizing measurable outcomes, the model ensures that graduates possess the technical expertise and abilities necessary for professional success and contributes meaningfully to the professional requirements of their chosen fields and society at large.

232. (B) A facilitator who encourages collaboration and provides support.
An administrator who wants to foster curriculum improvement should adopt the role of a facilitator who encourages collaboration and provides the necessary support and resources. This proactive approach involves creating a school environment where teachers feel empowered to innovate and adapt their practices successfully. By facilitating communication among all stakeholders and providing leadership, administrators help overcome resistance to change and ensure that transitions are smooth. Their involvement is vital for building a positive culture that values continuous and sustainable academic growth and excellence for every student in the school.

233. (C) Authoritarian teaching methods and rote memorization.
A democratic philosophical foundation for curriculum prioritizes active student

the basic framework, such as integrating separate science subjects. Finally, value orientation change reflects a fundamental shift in the school's underlying philosophy. Understanding these types of change is essential for successfully managing educational reform.

194. (A) The nature of knowledge, values, and the purpose of schooling.
The philosophical foundation of a curriculum is concerned with fundamental questions regarding the nature of knowledge, human values, and the ultimate purpose of schooling. It provides the moral and intellectual framework that guides all aspects of the educational process, from setting long-term goals to choosing instructional priorities. This foundation determines what knowledge is most worth teaching and what kind of citizens the school aims to produce. It ensures that the curriculum is purposeful, consistent, and well-aligned with established educational ideals.

195. (A) Decision-makers
The primary audience for the CIPP evaluation model consists of decision-makers, such as program managers, school administrators, and policymakers. This model is designed to provide them with the comprehensive and systemic information needed to make effective choices at every stage of the curriculum cycle. By examining context, input, process, and product, decision-makers can ensure that their educational programs are well-conceived, properly supported, and ultimately successful. This focus on practical utility makes CIPP a powerful tool for program management.

196. (A) An analysis of the functions and activities of life in contemporary society.
The main idea behind the social functions or activities model is that the curriculum should be derived from a careful analysis of the essential functions and activities of life in contemporary society. This approach aims to make education relevant to real-world roles and responsibilities, preparing students to function effectively in their communities. It moves away from traditional subject boundaries to focus on socially conscious engagement and problem-solving. By emphasizing community life, the model ensures that instruction is practical and socially meaningful.

197. (A) Personally teaching all the new curriculum content.
Educational administrators play a vital role in curriculum improvement by providing leadership, securing resources, and facilitating communication among all stakeholders. They are responsible for creating a supportive environment where teachers feel empowered to innovate and adapt their practices successfully. While their involvement is essential for the success of any reform, it is not their primary role to personally teach all the new curriculum content. Instead, they manage the organizational process and provide the framework that allows teachers to deliver instruction effectively.

198. (A) Both Statement I and Statement II are true.
Curriculum evaluation models offer different frameworks for assessing program quality and impact. Tyler's model is a classic objectives-oriented approach that focuses on whether pre-stated goals were met. Michael Scriven introduced the innovative idea of goal-free evaluation, which looks for all actual effects of a program, regardless of original intent. Both of these statements correctly identify the core characteristics of these influential models. Understanding these varied perspectives is essential for conducting comprehensive and meaningful assessments that support continuous educational improvement.

199. (C) The learner's abilities, growth patterns, and learning processes.
A curriculum is based on a psychological foundation when it is designed by carefully considering the learner's abilities, growth patterns, and individual learning processes. This basis ensures that instruction is age-appropriate, engaging, and aligned with how students grow and think. By understanding developmental stages and motivation, designers can create experiences that effectively support student learning and retention. This foundation provides the 'how' of education, focusing on the cognitive and emotional needs of the person to ensure academic success.

200. (A) Level 4: Results
Level four of Kirkpatrick's model evaluates the tangible and long-term results of a training program on the organization or environment, such as increased productivity, improved quality,

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might otherwise be overlooked. This provides a more comprehensive and objective judgment of the program's real-world impact. While Tyler prioritizes accountability for stated purposes, Scriven emphasizes the overall actual value delivered to the participants and stakeholders, regardless of the original intentions of the program designers.

240. (D) A false but true.
The individual needs and interests model prioritizes the unique developmental journey and personal growth of each student, rather than leading to a uniform curriculum. This approach is based on the progressive philosophy that education should be flexible and tailored to match the learner's abilities and aspirations. The teacher acts as a guide, supporting students as they pursue their own interests and develop self-directed learning skills. This results in a diverse and personalized instructional experience that is far more meaningful to the individual and supports their long-term academic and personal success in a variety of contexts.

241. (B) To set standards and provide a model curriculum framework for higher education.
The University Grants Commission plays a vital role in curriculum development by setting national standards and providing model curriculum frameworks for higher education programs in India. This ensures that degrees are intellectually rigorous and consistent across different universities and colleges. While individual institutions maintain autonomy in their daily instruction, the commission's guidelines help coordinate efforts and promote academic excellence. Its role is essential for maintaining the quality and relevance of university education in response to evolving research and societal demands in a highly competitive global academic environment for students and faculty.

242. (A) The null curriculum
A curriculum that is planned but not actually taught by the teacher in the classroom is often referred to as the null curriculum. This term describes the topics or perspectives that are excluded or ignored, which can be just as significant as what is included. Understanding what is left out helps educators recognize potential gaps in student learning and biases in the instructional program. This concept encourages a more critical evaluation of the choices made during the curriculum design and transaction processes and ensures that a more balanced and comprehensive educational experience is provided for all students.

243. (C) Change and improvement.
The intervention model is a practical strategy for curriculum change and improvement, designed to address a specific, identified weakness in an existing program. Rather than being a framework for a new curriculum, it provides a way to 'intervene' and fix targeted problems through specialized modules or activities. This reactive approach allows institutions to make precise improvements quickly and effectively. It is an essential tool for maintaining educational quality and relevance through continuous, small-scale refinements that meet evolving needs and challenges and ensure that student learning outcomes are consistently met within the classroom setting.

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244. (A) The curriculum should be based on the psychological needs, interests, and abilities of the child.
The principle of child-centeredness in curriculum development means that the educational program should be designed by carefully considering the psychological needs, interests, and abilities of the student. This approach prioritizes personal growth and ensures that instruction is age-appropriate and engaging. It assumes that learning is most effective when it is personally meaningful and responsive to the individual's developmental stage. By focusing on the learner, educators can create experiences that effectively support self-directed exploration, motivation, and overall academic success for every child in the classroom through tailored and relevant instruction.

245. (A) Stakes' Responsive Model
Stake's responsive model of evaluation is focused on describing the full reality of a curriculum program by including the different viewpoints and concerns of all participants, such as students, teachers, and administrators. This approach moves beyond simple quantitative measures to provide a rich and meaningful description of the educational experience. By being flexible and

inclusive, the evaluator can address the specific issues that are most important to the stakeholders. This responsiveness ensures that the evaluation is relevant and useful for improvement and supports a deeper understanding of how the curriculum functions within its specific context.

246. (C) Actively engaging students through varied instructional techniques.
A key strategy for enhancing curriculum transaction is the use of varied instructional techniques that actively engage students in the learning process. This dynamic approach moves away from rigid, single-method teaching to create a more inclusive and effective classroom environment. By fostering participation through discussion, technology, and hands-on activities, educators can ensure that the content is properly understood and absorbed. Encouraging questions and collaboration is essential for making the learning experience meaningful and supporting the overall development of all students in the classroom as they work toward achieving their specific academic and personal goals.

247. (B) An outcome-based, performance-oriented approach.
The competency-based model of curriculum is most closely related to an outcome-based, performance-oriented approach that prioritizes the mastery of specific, demonstrable skills. It requires students to prove their proficiency in clearly defined tasks before they can move forward in their studies. This framework emphasizes practical application and workplace readiness over the acquisition of abstract theoretical knowledge. By focusing on measurable outcomes, the model ensures that graduates possess the technical expertise and abilities necessary for professional success in their chosen fields and are well-prepared to meet the demands of a competitive and constantly changing job market.

248. (C) Historical Research
Historical research in curriculum studies involves the systematic investigation of how the curriculum of a specific subject has evolved over time. By examining documents, textbooks, and past reform efforts, researchers can trace the changes in goals, content, and instructional methods. This type of inquiry provides valuable context for understanding current practices and identifies the factors that have influenced educational shifts. It is an essential tool for building a deep theoretical understanding of the evolution of different academic disciplines and informs future development by highlighting both past successes and challenges within the national education system.

249. (C) Four types of decisions: planning, structuring, implementing, and recycling/judging.
The four components of the CIPP model—Context, Input, Process, and Product—are designed to provide a comprehensive framework for four specific types of decisions: planning, structuring, implementing, and recycling or judging. This systemic approach helps program managers and policymakers make effective choices throughout the entire curriculum cycle. By examining every aspect of the program, decision-makers can ensure that their efforts are well-conceived, properly resourced, effectively delivered, and ultimately successful. It is a powerful tool for guiding program improvement and management across varied educational and social settings, ensuring quality and accountability for all participants.

250. (A) Philosophical basis
The philosophical foundation of curriculum planning is most concerned with questions about how the curriculum can promote fundamental values like democracy, liberty, and justice. This basis defines the ultimate purpose of schooling and determines what kind of citizens the school aims to produce. It provides the moral and intellectual framework that guides all aspects of the educational process, from setting long-term goals to choosing priorities. This foundation ensures that the curriculum remains purposeful, consistent, and well-aligned with established educational ideals and the shared aspirations of the community for a more just and equitable society.

251. (B) A comprehensive plan of instructional experiences facilitated by an institution.
Curriculum is more than just a list of subjects; it includes the entire set of planned educational experiences provided to students. This comprehensive framework encompasses structured activities, instructional sequences, and intentional learning moments organized

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by institutions. It ensures that education is purposeful and aligned with specific developmental goals, rather than just a collection of textbooks or static exam patterns.

252. (A) Cyclical and ongoing.
Developing a curriculum is a continuous, dynamic process rather than a static or one-time occurrence. It involves a repeating cycle of assessment, planning, implementation, and evaluation. This ongoing nature allows for constant refinement based on feedback and changing needs. By functioning as a loop, the curriculum remains relevant and adaptable to new educational research, societal shifts, and learner requirements.

253. (C) The assessment of needs and formulation of objectives.
In the structured progression of curriculum development, identifying requirements and defining goals must occur before designing content. This initial step involves evaluating the current educational landscape and determining what students need to achieve. By establishing clear objectives and assessing needs first, the subsequent selection and organization of learning experiences become purposeful and aligned with the desired educational outcomes.

254. (D) Adaptable to changing learner and societal contexts.
Flexibility in educational planning implies that the framework must be responsive to evolving circumstances. A curriculum should not be a rigid, unchangeable document but a living structure capable of adjusting to the unique needs of learners and the shifting demands of society. This adaptability ensures that the educational journey remains meaningful, relevant, and effective in diverse and changing environments.

255. (C) To provide feedback for the revision and improvement of the curriculum.
Evaluation serves as the critical feedback loop within the curriculum development cycle. Its main purpose is to measure the effectiveness of the program against its original objectives. By analyzing student outcomes and instructional quality, educators can identify areas that require modification. This data-driven approach facilitates continuous improvement, ensuring the curriculum is refined and updated to better serve educational goals.

256. (B) Philosophical basis
The philosophical foundation provides the ethical and value-driven framework for any educational system. It ensures that the curriculum aligns with national ideals, such as democracy, equality, and justice. This basis determines the overarching purpose of education and shapes the values that are prioritized within the learning environment, guiding the selection of content and the nature of instructional interactions.

257. (D) The sociological basis focused on socio-cultural reconstruction.
The sociological foundation examines the relationship between education and society, viewing the curriculum as a mechanism for cultural and social development. It focuses on using educational experiences to address societal challenges and promote progress. By emphasizing socio-cultural reconstruction, this approach aims to prepare students to become active participants in shaping their communities and addressing pressing social issues effectively.

258. (A) Psychological bases.
Psychological foundations focus on the nature of the learner and the process of learning. This approach prioritizes understanding how students grow cognitively and emotionally at different developmental stages. By considering individual needs, intrinsic motivations, and readiness, designers can create experiences that are developmentally appropriate. This ensures that the curriculum is tailored to the way students actually process and retain information.

259. (C) a philosophical commitment to democratic values.
Promoting critical thinking and active engagement reflects a commitment to democratic principles within the educational framework. These qualities are essential for preparing citizens to participate meaningfully in a free society. When a curriculum prioritizes these skills, it is rooted in a philosophy that values individual agency, reasoned discourse, and the shared responsibility of contributing to the common good through education.

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260. (A) The curriculum must be designed to be engaging and developmentally appropriate.
Integrating psychological insights into curriculum planning ensures that learning experiences align with the learner's natural development and cognitive capacity. This focus makes the educational process more effective by matching content difficulty to student readiness. When planners account for psychological factors, the resulting curriculum is more likely to be engaging and meaningful, fostering holistic growth instead of mere rote memorization.

261. (D) National Council for Teacher Education (NCTE)
The National Council for Teacher Education is the statutory body specifically responsible for maintaining standards in teacher preparation. Its role involves regulating the quality of programs that train future educators across the country. By developing model curricula and establishing rigorous norms, this organization ensures that the professional training provided to teachers is consistent, effective, and aligned with national educational requirements.

262. (B) To identify areas for improvement by comparing against established standards.
Benchmarking is a strategic quality improvement tool used to evaluate educational programs. It involves systematically comparing an institution's curriculum and outcomes against recognized leaders or industry standards. This comparative analysis helps identify strengths and weaknesses within a program. By using these insights, institutions can implement targeted improvements and innovations, ensuring their curriculum remains competitive, effective, and aligned with global best practices.

263. (C) Setting and maintaining standards for higher education curricula.
The University Grants Commission serves as the primary regulatory authority for higher education in the country. Its responsibilities include determining and maintaining academic standards across various universities. This involves providing essential guidelines for curriculum structure and periodic revision. While institutions have autonomy, the commission's framework ensures a level of quality and consistency in the educational offerings of higher learning institutions.

264. (D) Adapt their courses based on academic progress and regional requirements.
Institutional autonomy allows universities to customize their educational offerings to better serve their specific student populations and local contexts. This flexibility enables them to integrate recent academic advancements into their programs quickly. By exercising this autonomy, universities can ensure their curricula remain relevant to regional needs while still operating within the broader standards and guidelines set by national regulatory bodies.

265. (A) National bodies provide a regulatory framework and guidelines, while universities handle specific design and implementation.
Curriculum development in higher education involves a collaborative relationship between central regulators and local institutions. National bodies establish the broad standards and procedural guidelines to maintain quality across the system. Within this framework, universities use their professional expertise and autonomy to design specific courses and implement the curriculum. This balanced approach ensures national consistency while allowing for local relevance and academic innovation.

266. (B) The distinct subject matter of academic fields.
The Academic or Discipline-Based Model structures learning around established fields of study like science, history, or mathematics. This traditional approach emphasizes the mastery of specific content within these discrete categories. The curriculum follows the internal logic and historical development of the individual discipline. Consequently, the primary focus is on students acquiring the specialized knowledge and theories unique to each subject.

267. (B) The student's ability to apply knowledge and skills.
Unlike traditional models that focus on content coverage, the Competency-Based Model prioritizes the practical application of learning. It emphasizes what students can actually do with the information they have acquired. This approach centers on demonstrable skills and integrated sets of knowledge required for real-

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world tasks. Success is measured by the learner's ability to perform specific actions effectively in professional or practical contexts.

268. (A) Subject matter expert transmitting knowledge.
In a traditional discipline-based framework, the instructor typically functions as the primary source of specialized information. Their main responsibility is to deliver established content and ensure students grasp the nuances of the subject matter. This expert-led approach focuses on the systematic transmission of knowledge from the teacher to the learner, following the structured sequence of the academic discipline being taught.

269. (C) "Can students demonstrate the required skills for this unit?"
Evaluation in a competency-focused curriculum prioritizes the measurement of performance outcomes rather than just content exposure. An evaluator would seek evidence that learners have mastered specific, observable skills defined by the program. Instead of asking if textbooks were finished, the focus shifts to whether students can apply their knowledge to complete tasks successfully, reflecting the practical orientation of this model.

270. (D) content transmission to performance outcomes.
Moving from an Academic to a Competency-Based approach represents a fundamental change in educational priorities. While traditional models focus on the teacher delivering a set body of information, contemporary approaches focus on the results achieved by the learner. This shift emphasizes the transition from simply covering a syllabus to ensuring that students can demonstrate specific, measurable outcomes and practical proficiencies.

271. (C) The Social Functions/Activities Model.
Themes focusing on justice, citizenship, and global issues are central to models that aim to address societal challenges. This approach organizes learning around persistent human problems and social responsibilities rather than isolated academic subjects. By engaging with these interdisciplinary topics, students learn how to analyze and interact with the world around them, ultimately preparing them to contribute to social progress and reconstruction.

272. (B) To foster the self-actualization and personal development of the learner.
The primary objective of the Individual Needs and Interests Model is the holistic growth of the individual student. It prioritizes the learner's unique questions, passions, and developmental requirements. By allowing for personal choice and autonomy, this approach seeks to foster intrinsic motivation and self-actualization. The educational experience is seen as a journey of personal discovery and fulfillment rather than meeting societal goals.

273. (D) Society-centric versus learner-centric.
The distinction between these two contemporary models lies in their ultimate priority and focus. The Social Reconstructionist approach is society-centric, aiming to improve communal life and solve collective problems. In contrast, the Individual Needs model is learner-centric, prioritizing the personal growth and interests of the single student. This difference shapes how content is selected and what the intended educational outcomes are.

274. (A) Individual Needs & Interests Model.
Providing students with the autonomy to select research topics based on their own curiosity is a hallmark of learner-centric design. This model assumes that education is most effective when it is personally meaningful to the learner. By offering flexible pathways and honoring student interests, the curriculum promotes deeper engagement and allows students to take ownership of their own educational journey.

275. (C) equipped and motivated to act as an agent of social change.
The Social Functions or Activities Model aims to produce graduates who are active participants in societal improvement. Rather than just possessing academic knowledge, these individuals are prepared to critique social norms and work toward positive change. The curriculum equips them with the critical thinking skills and practical experiences necessary to address real-world issues like inequality, environmental sustainability, and communal well-being.

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276. (A) begins by defining the desired end results for students.
The Outcome-Based Integrative Model utilizes a "backward design" strategy, starting with a clear definition of what students should know and be able to do. All subsequent decisions regarding instructional strategies, materials, and assessments are made to ensure students reach these specific goals. This approach prioritizes the final results of the educational process over the mere coverage of a predefined syllabus.

277. (D) develop a targeted program to improve mathematical skills in a specific group.
An intervention curriculum is specifically designed to address an identified learning gap or specialized need within a focused group of students. Unlike broad, comprehensive curricula meant for everyone, this model is narrow in scope and purpose. It is typically used for remedial assistance or advanced enrichment to solve a particular problem, such as improving comprehension or accelerating gifted learners' progress.

278. (B) may combine content and skills from multiple disciplines.
In an integrative model, the curriculum often breaks down the traditional barriers between academic subjects. To achieve complex, holistic outcomes, it combines relevant knowledge and skills from several different fields of study. This approach reflects how information is used in the real world, where problems often require an interdisciplinary understanding rather than a perspective restricted to a single isolated academic discipline.

279. (C) The Intervention Model is specialized and targeted, while the Outcome-Based Model can be comprehensive.
The Outcome-Based Model provides a framework for designing entire programs or comprehensive curricula centered on final results. Conversely, the Intervention Model is inherently specialized and targeted toward a specific problem or a particular subset of learners. While the former can apply to a whole institution, the latter is used as a focused tool to bridge gaps or provide specific educational remedies.

280. (D) Outcome-Based Model.
Starting with the identification of desired results and then planning the curriculum to achieve them is the core logic of the outcome-based approach. This methodology ensures that every learning experience and assessment task is directly aligned with the final objectives. By focusing on the end product of education first, designers can create a more coherent and purposeful sequence of instruction.

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281. (A) Context Evaluation
Context evaluation is the first stage of the CIPP model, focusing on the environment where the curriculum will be implemented. Its primary role is to identify the specific needs, problems, and opportunities that exist. By assessing these factors, evaluators can define clear goals and objectives for the curriculum, ensuring that the planned educational program is relevant to its intended setting.

282. (B) Input
Input evaluation assesses the underlying resources and potential strategies available to achieve the curriculum's goals. This involves examining factors like budget allocations, staff qualifications, facilities, and the feasibility of various instructional designs. By evaluating these inputs, decision-makers can determine which plans are most likely to succeed and how resources should be effectively utilized before the implementation phase begins.

283. (B) Process Evaluation
Process evaluation occurs during the implementation of the curriculum. Its main objective is to monitor the actual transaction of learning experiences to ensure they align with the original plan. Evaluators look for defects in procedures and provide continuous feedback to help staff make necessary adjustments. This stage answers whether the curriculum is being delivered as intended and identifies any execution barriers.

284. (A) Product Evaluation
Product evaluation serves as the summative component of the CIPP model. It measures and interprets the final outcomes of the curriculum after it has been fully delivered. By comparing the actual results against the intended objectives, this stage determines the overall success and impact

of the program. It provides the data needed to decide whether to continue, modify, or terminate the curriculum.

285. (C) can be used to guide decision-making at all stages of the curriculum cycle.
The CIPP model is considered comprehensive because it provides a systematic way to evaluate a curriculum throughout its entire lifecycle. It offers guidance during planning, resource allocation, implementation, and final assessment. By addressing context, inputs, processes, and products, the model helps stakeholders make informed decisions at every step, ensuring that the curriculum remains effective, well-resourced, and aligned with educational needs.

286. (D) the degree to which predefined objectives have been achieved.
Tyler's Model is a classic, objective-driven framework for curriculum evaluation. It prioritizes the logical alignment between stated educational purposes and the final outcomes. The evaluation process centers on determining whether the goals set during the planning phase were successfully met. This systematic approach treats evaluation as a way to measure the effectiveness of instructional experiences in reaching specific, pre-determined academic targets.

287. (C) The combination of media, techniques, and materials for curriculum transaction.
An instructional system acts as the operational bridge between the intended curriculum plan and the actual learning experience. It consists of the specific instructional media, teaching techniques, and educational materials selected to deliver the content effectively. This system encompasses everything used to facilitate learning in the classroom, ensuring that the planned curriculum is transacted in a structured and meaningful way for students.

288. (B) addressing stakeholder concerns and identifying unintended outcomes.
Stake's Responsive Evaluation Model differs from more rigid frameworks by prioritizing the perspectives of those involved in the curriculum, such as students and teachers. It is designed to be flexible and descriptive, actively seeking out unintended results rather than only measuring pre-set goals. This holistic approach provides a richer understanding of how the curriculum actually functions and affects participants in real-world settings.

289. (D) identifying the curriculum's stated educational purposes.
An evaluator using Tyler's framework must first clarify what the curriculum is intended to accomplish. Identifying the specific educational purposes or objectives is the essential first step in this systematic model. Once these goals are clearly defined, the evaluator can then assess the learning experiences provided and determine if the final results match the original intentions established during the design phase.

290. (A) what was intended and what was actually observed.
In Stake's framework, the concept of congruence refers to the degree of alignment between the planned elements of a curriculum and the actual events that take place. Evaluators look for consistency between the intended objectives, instructional activities, and outcomes versus what is observed in practice. Analyzing these relationships helps identify whether the curriculum is being implemented and experienced as originally envisioned.

291. (C) To evaluate the curriculum without the potential bias of knowing its intended outcomes.
Goal-free evaluation aims to increase the objectivity of the assessment process by keeping the evaluator unaware of the program's official objectives. This prevents "tunnel vision," where the evaluator only looks for specific results. By focusing on all actual effects, both planned and unplanned, this model allows for a more comprehensive discovery of a curriculum's true impact, including any unintended consequences.

292. (A) Level 3: Behavior
Level 3 of Kirkpatrick's Four-Level Model evaluates the transfer of learning to the workplace. It measures the extent to which participants actually apply the new knowledge, skills, or attitudes they acquired during training to their daily job tasks. This stage is crucial for determining if the educational program has resulted in real-world performance improvements and changes in professional behavior over time.

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293. (D) The complete range of actual effects the curriculum has on learners.
An evaluator following Scriven's approach is primarily interested in the total impact of a program on its participants. Rather than checking against a checklist of goals, they observe and analyze the full spectrum of outcomes. This includes identifying positive side effects and negative consequences that the program designers might not have anticipated, providing a neutral and holistic view of effectiveness.

294. (B) Level 1: Reaction
Level 1 of Kirkpatrick's model focuses on the participants' immediate response to the training experience. Evaluations at this level, often conducted through satisfaction surveys, measure how learners felt about the workshop, the instructor, and the learning environment. While it does not measure learning or behavior change, it provides valuable information regarding participant engagement and the perceived relevance of the training program.

295. (C) Kirkpatrick's model is a sequential, hierarchical framework for training, while Scriven's focuses on unbiased assessment of all effects.
Kirkpatrick's framework provides a structured, hierarchical sequence specifically designed to measure the effectiveness of training programs through four distinct levels. In contrast, Scriven's goal-free approach is a broader philosophical method for evaluation. It emphasizes eliminating bias by ignoring stated goals to uncover all actual effects. While Kirkpatrick focuses on a logical progression of results, Scriven focuses on objective, goal-independent discovery.

296. (D) To facilitate the change by providing resources and leadership.
Educational administrators serve as the primary leaders and facilitators during the process of curriculum modification. Their responsibilities include making strategic decisions, allocating the necessary budget and materials, and organizing professional development for staff. By creating a supportive organizational environment, administrators ensure that the school has the infrastructure and guidance required to implement and sustain meaningful improvements to the educational program.

297. (A) Technological advancements and new pedagogical research.
Curriculum change is often driven by external developments that make existing frameworks obsolete or less effective. New research in teaching methods and rapid advancements in technology necessitate updates to content and instructional strategies. Additionally, shifts in societal values and economic demands can influence what students need to learn. These factors ensure that the curriculum evolves to remain relevant in a changing world.

298. (B) being critical frontline implementers and agents of change.
Teachers are essential to the success of any curriculum change because they are the ones who put new plans into practice within the classroom. Their personal beliefs, professional skills, and readiness to adapt directly impact how effectively the modifications are implemented. As frontline agents, their practical insights and feedback are invaluable for refining the curriculum and ensuring it works for students.

299. (B) By providing feedback through their engagement and performance.
Students influence curriculum improvement by acting as the primary indicators of a program's effectiveness. Their levels of engagement, academic performance, and direct feedback provide critical data to educators and administrators. If students struggle with certain content or lack interest, it signals a need for adjustment. Their experiences help evaluators understand what parts of the curriculum are successful and which require revision.

300. (A) What is the most effective way to manage the transition to a new science curriculum?
Curriculum research is a field of academic inquiry that investigates various aspects of educational programs and the change process. It seeks to understand how different models function and how to improve the implementation of new frameworks. Investigating the best methods for managing transitions to new curricula helps educators develop evidence-based strategies, ensuring that educational reforms lead to improved learning outcomes.

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CHAPTER 06
Research in Education

1. What is the primary meaning of educational research?
(A) A casual inquiry into teaching methods to see what works in a classroom.
(B) A systematic activity for problem-solving or theory building in education.
(C) A formal collection of opinions and strategies from highly experienced teachers.
(D) The administrative process of managing school data and student records for policy.

2. Which of the following is identified as a fundamental step of the Scientific Method?
(A) Identifying and defining a problem.
(B) Securing funding for the project.
(C) Publishing results in a popular magazine.
(D) Gaining approval from a non-academic committee.

3. Given below are two statements:
Statement I: Scientific method is characterized by its replicability.
Statement II: Parsimony in the scientific method refers to the use of complex and elaborate explanations.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

4. Which statement accurately describes the characteristic of 'Falsifiability' in the scientific method?
(A) A theory must be constructed in a way that it can be proven true with absolute certainty.
(B) A theory should be so robust that no evidence can ever refute it.
(C) A theory is considered scientific only if it has already been falsified.
(D) A theory must be presented in such a way that it is possible to prove it wrong.

5. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Replicability is a key characteristic of the scientific method.
Reason (R): It ensures that the findings of a study can be verified by other researchers, thereby increasing confidence in the results.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

6. A researcher chooses a simpler explanation over a more complex one to explain a phenomenon, assuming both explanations are equally effective. Which characteristic of the scientific method is being demonstrated?
(A) Replicability
(B) Parsimony
(C) Precision
(D) Falsifiability

7. Which of the following is NOT a recognized type of scientific method?
(A) Exploratory
(B) Explanatory
(C) Descriptive
(D) Correlational

8. Consider the following statements regarding the aims of research as a scientific activity:
A. Problem-solving
B. Theory Building
C. Prediction
D. Personal Enrichment
Which of the above are considered primary aims?
(A) A and B only

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(B) B, C and D only
(C) A, B and C only
(D) A and D only

9. What type of research is primarily focused on solving immediate, specific, and practical problems in a local setting?
(A) Fundamental Research
(B) Applied Research
(C) Action Research
(D) Historical Research

10. A researcher is developing a new, universally applicable theory of learning. This work would be best classified as:
(A) Fundamental research
(B) Action research
(C) Applied research
(D) Descriptive research

11. Match List I (Type of Research) with List II (Primary Focus):
List I (Type of Research)
P. Fundamental Research
Q. Applied Research
R. Action Research
S. Descriptive Research
List. II (Primary. Focus):
1. Solving a specific problem in a local classroom setting.
2. Describing the state of affairs as it exists.
3. Developing a new theory or adding to the existing stock of knowledge
4. Testing an existing theory in a field setting to solve a general problem.
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-1, Q-2, R-3, S-4
(D) P-3, Q-1, R-4, S-2

12. Which of the following statements about educational research approaches is incorrect?
(A) Quantitative research primarily involves numerical data and statistical analysis.
(B) Quantitative and Qualitative approaches are mutually exclusive and can never be used together.
(C) Qualitative research focuses on understanding phenomena through non-numerical data like interviews and observations.
(D) The choice between quantitative and qualitative approaches depends on the research problem.

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13. Which research design is concerned with describing 'what was' by investigating, recording, analyzing, and interpreting events of the past?
(A) Descriptive Design
(B) Experimental Design
(C) Historical Design
(D) Exploratory Design

14. Arrange the following general steps of the Scientific Method in the correct sequence:
A. Formulating a hypothesis
B. Identifying and defining a problem
C. Data collection and analysis
D. Drawing conclusions
E. Reporting results
(A) A, B, C, D, E
(B) B, C, A, E, D
(C) C, B, A, D, E
(D) B, A, C, D, E

15. A school principal wants to understand why a new teaching method is not working in her school and wants to implement immediate changes. Which research type is most suitable?
(A) Action Research
(B) Fundamental Research
(C) Historical Research
(D) Experimental Research with a control group

16. Given below are two statements:
Statement I: Experimental design in educational research involves the manipulation of variables.
Statement II: Descriptive design in educational research aims to establish cause-and-effect relationships.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

17. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Qualitative research is often considered subjective in nature.
Reason (R): It deals with human experiences, perceptions, and interpretations which are not easily quantifiable.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

18. A 'concept' in the context of research refers to:
(A) an abstraction formed by generalizing from particulars.
(B) a directly measurable characteristic.
(C) a testable proposition about a relationship.
(D) a tool used for data collection.

19. Which of the following pairs correctly links the term with its definition?
(A) Variable - A fixed, unchanging attribute.
(B) Concept - A specific, observable measurement.
(C) Construct - An abstract idea specifically invented for a research purpose.
(D) Hypothesis - A universally accepted fact.

20. Identify the items from the list below that are types of variables in research:
A. Independent
B. Dependent
C. Extraneous
D. Conceptual
E. Moderator
Which of the above statement(s) is/are correct?
(A) A, B and D only
(B) A, C and E only
(C) B, D and E only
(D) A, B, C and E only

21. In a study examining the effect of teaching method (A) on student achievement (B), while controlling for student's prior knowledge (C), what are B and C respectively?
(A) Dependent variable and Intervening variable
(B) Independent variable and Moderator variable
(C) Dependent variable and Extraneous variable
(D) Intervening variable and Dependent variable

22. A variable that influences the strength or direction of the relationship between an independent and a dependent variable is known as a:
(A) Extraneous variable
(B) Moderator variable
(C) Intervening variable
(D) Dependent variable

23. Match List I (Type of Variable) with List II (Description):
List I
P. Independent Variable
Q. Dependent Variable
R. Moderator Variable
S. Extraneous Variable
List II
1. The variable that is measured as the outcome.
2. A variable that affects the relationship between IV and DV.
3. The variable that is manipulated by the researcher.
4. An unwanted variable that might influence the outcome.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

24. Which statement about hypotheses is incorrect?
(A) Hypotheses are derived only from the researcher's personal intuition.
(B) A hypothesis is a tentative statement about the relationship between two or more variables.
(C) A good hypothesis must be testable and falsifiable.
(D) A null hypothesis states that there is no relationship between variables.

25. Why is formulating a hypothesis a crucial step in quantitative research?
(A) Because it guarantees the research will be published.
(B) Because it eliminates the need for a literature

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population through statistical means.
(D) It primarily uses quantitative data and statistical analysis.

80. Which of the following is NOT a characteristic or type of Grounded Theory (GT) research?
(A) The theory emerges from the data.
(B) Pre-existing theoretical frameworks are strictly imposed from the start.
(C) Constant comparison is a key analytical process.
(D) It has designs such as systematic and constructivist.

81. Given below are two statements:
Statement I: Ethnography is a qualitative research design that involves the study of a cultural group in its natural setting.
Statement II: The primary data collection method in ethnography is controlled laboratory experimentation.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

82. Arrange the general steps for conducting a Case Study research in a logical order:
A. Data Collection
B. Determining and Defining the Case
C. Data Analysis and Interpretation
D. Writing the Case Study Report
(A) Determining and Defining the Case, Data Collection, Data Analysis and Interpretation, Writing the Case Study Report
(B) Data Collection, Determining and Defining the Case, Data Analysis and Interpretation, Writing the Case Study Report
(C) Determining and Defining the Case, Data Analysis and Interpretation, Data Collection, Writing the Case Study Report
(D) Writing the Case Study Report, Data Collection, Determining and Defining the Case, Data Analysis and Interpretation

83. A researcher wants to understand the shared patterns of behavior, beliefs, and language of a remote tribal community. Which research design is most appropriate?
(A) Case Study
(B) Narrative Research
(C) Ethnography
(D) Grounded Theory

84. What is the primary characteristic of a Mixed Method design?
(A) It exclusively uses qualitative data but from multiple sources.
(B) It exclusively uses quantitative data but multiple statistical tests.
(C) It is another term for longitudinal research.
(D) It involves the collection and analysis of both quantitative and qualitative data in a single study.

85. Match List I (Design) with List II (Description):
List I (Design)
P. Triangulation Design |
Q. Explanatory Design | .
R. Exploratory Design |
S. Ethnographic Design | .
List II (Description)
1. Qualitative data first, then quantitative to generalize findings.
2. A qualitative research approach
3. Quantitative and qualitative data collected concurrently.
4. Quantitative data first, followed by qualitative to explain results
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

86. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): One of the strengths of Grounded Theory research is its potential to generate a comprehensive and substantive theory about a phenomenon.
Reason (R): The methodology is systematic and relies on constant comparison of data, which helps in building a theory from the ground up.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.

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34. A 'sample' in research is defined as:
(A) A subset of the population selected for investigation.
(B) The complete set of individuals with a specific characteristic.
(C) A statistical value calculated from population data.
(D) The list from which potential subjects are drawn.

35. What is the most important characteristic of a good sample?
(A) It should be as large as possible, regardless of cost.
(B) It should be convenient for the researcher to access.
(C) It should be representative of the population it is drawn from.
(D) It should consist of individuals who volunteer for the study.

36. What is the fundamental difference between probability and non-probability sampling?
(A) Probability sampling is significantly easier to perform than non-probability sampling methods.
(B) Non-probability sampling is more representative of the population than probability sampling techniques.
(C) Probability sampling is used exclusively in qualitative research to select specific individuals.
(D) In probability sampling, every member of the population has a known, non-zero chance of being selected.

37. Identify which of the following are techniques of Probability Sampling:
A. Simple Random Sampling
B. Quota Sampling
C. Stratified Sampling
D. Convenience Sampling
E. Cluster Sampling
Which of the above statement(s) is/are correct?
(A) A, B and D only
(B) B, C and D only
(C) A, C and E only
(D) A, B, C and E

38. A researcher divides the population of students into 'urban' and 'rural' groups and then selects a certain number of students from each group based on their proportion in the population, but using a non-random method of selection within groups. This is an example of:
(A) Stratified Random Sampling
(B) Quota Sampling
(C) Simple Random Sampling
(D) Systematic Sampling

39. The extent to which a research tool measures what it is intended to measure is known as its:
(A) Reliability
(B) Objectivity
(C) Standardisation
(D) Validity

40. Given below are two statements:
Statement I: Reliability refers to the consistency and stability of a measurement tool.
Statement II: A tool can be reliable without being valid.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

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41. Match List I (Tool) with List.II. (Purpose):
List I
P. Rating scale
Q. Attitude scale
R. Aptitude test
S. Achievement Test
List.II. (Purpose):
1. To measure an individual's potential to learn or perform a specific skill.
2. To assess what an individual has learned after a period of instruction.
3. To quantify judgments or opinions about a particular trait or object.
4. To measure an individual's feelings, beliefs, or predispositions towards an object.
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-1, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-3, Q-1, R-2, S-4

(D) Exploratory design

95. The scientific characteristic that a research finding should be verifiable by other independent researchers is known as:
(A) Replicability
(B) Parsimony
(C) Precision
(D) Falsifiability

96. A type of research aimed at advancing scientific knowledge and developing theories without immediate concern for practical application is:
(A) Applied Research
(B) Fundamental Research
(C) Action Research
(D) Descriptive Research

97. If a researcher studies the impact of 'socio-economic status' on 'academic achievement', 'academic achievement' is the:
(A) Independent variable
(B) Dependent variable
(C) Intervening variable
(D) Extraneous variable

98. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Standardisation of a research tool is essential for ensuring objectivity in measurement.
Reason (R): It involves establishing fixed procedures for administration and scoring, which minimizes variations due to subjective factors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

99. Which of the following pairs is correctly matched?
(A) Nominal Scale - Temperature in Celsius
(B) Ordinal Scale - Jersey numbers of players
(C) Ratio Scale - Height in centimeters
(D) Interval Scale - Rank in a race

100. Match List I (Term) with List II (Definition):
List I
P. Universe
Q. Sample
R. Reliability
S. Validity
List II
1. The consistency of a measure.
2. The accuracy of a measure.
3. A subset of the whole group.
4. The entire group of interest.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-3, R-2, S-1
(D) P-3, Q-4, R-1, S-2

101. Given below are two statements:
Statement I: In an experimental design, the researcher manipulates the dependent variable.
Statement II: In a historical design, the researcher studies past events to understand the present.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

102. In the context of the scientific method, what does 'precision' refer to?
(A) The simplicity of the theory.
(B) The degree of accuracy and exactness in measurement and theory.
(C) The ability to replicate the findings.
(D) The possibility of the theory being proven false.

103. Which of the following research type and its goal is incorrectly paired?
(A) Fundamental Research - Theory Building
(B) Applied Research - Solving a practical problem
(C) Action Research - Immediate local improvement
(D) Descriptive Research - Manipulating variables

104. Consider the following statements about research designs:

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(B) Interval
(C) Ratio
(D) Nominal

53. Match List I (Scale) with List II (Property):
List I
P. Nominal
Q. Ordinal
R. Interval
S. Ratio
List.II (Property):
1. Equal intervals between units, no true zero.
2. Has a true zero point.
3. Categorization and classification only.
4. Order and rank of data.
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

54. Which statement correctly describes an Interval scale?
(A) It has all the properties of a ratio scale.
(B) It allows for ordering of data, and the differences between values are meaningful, but it lacks a true zero.
(C) It is used only for categorical data like gender or nationality.
(D) Ratios between measurements on an interval scale are meaningful.

55. Which of the following is NOT a recognized measure of central tendency?
(A) Mean
(B) Median
(C) Mode
(D) Range

56. Given below are two statements:
Statement I: Measures of variability describe the spread or dispersion of scores in a distribution.
Statement II: The mean is the most appropriate measure of central tendency for a highly skewed distribution.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

57. Arrange the steps of Qualitative Data Analysis in a logical sequence:
A. Constant Comparison
B. Data Reduction
C. Classification
D. Analytical Induction
(A) Constant Comparison, Data Reduction, Classification, Analytical Induction
(B) Data Reduction, Constant Comparison, Classification, Analytical Induction
(C) Data Reduction, Classification, Analytical Induction, Constant Comparison
(D) Analytical Induction, Classification, Data Reduction, Constant Comparison

58. Rejecting a null hypothesis when it is actually true is known as:
(A) Type I Error
(B) Type II Error
(C) Level of Significance
(D) Power of a test

59. What does the 'Level of Significance' (alpha) represent in hypothesis testing?
(A) The probability of correctly accepting the null hypothesis.
(B) The probability of making a Type II error.
(C) The statistical power of the test.
(D) The probability of rejecting the null hypothesis when it is true.

60. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Parametric tests are generally more powerful than non-parametric tests.
Reason (R): They make more assumptions about the population distribution, such as normality, and utilize data at the interval or ratio level.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

61. A researcher fails to reject a false null hypothesis. What kind of error has been made?
(A) Type I Error

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review.
(C) Because it provides direction for data collection and analysis.
(D) Because it proves the researcher's theory before the study begins.

26. Which of the following are considered valid sources for formulating a hypothesis?
A. Existing theories
B. Observations from previous research
C. Personal experiences and insights
D. General cultural beliefs without empirical basis
Which of the above statement(s) is/are correct?
(A) A and B only
(B) A, B and C only
(C) C and D only
(D) A, B, C and D

27. A hypothesis that predicts the specific direction of the outcome (e.g., 'Method A will lead to higher scores than Method B') is called a:
(A) Non-directional hypothesis
(B) Null hypothesis
(C) Research question
(D) Directional hypothesis

28. What is a Null Hypothesis (H_0)?
(A) A hypothesis that the researcher hopes to prove true.
(B) A statement of 'no difference' or 'no relationship' between variables.
(C) A prediction of a positive correlation between variables.
(D) The final conclusion of a research study.

29. Given below are two statements:
Statement I: A good hypothesis should be complex and ambiguous to allow for multiple interpretations.
Statement II: A research proposal outlines the problem, methodology, and significance of a proposed study.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

30. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The null hypothesis is the one that is actually tested using statistical procedures.
Reason (R): Statistical tests are designed to determine the probability of obtaining the observed results if the null hypothesis were true.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

31. Which of the following is NOT a characteristic of a good hypothesis?
(A) It should be a moral or ethical judgment.
(B) It should be testable.
(C) It should be stated clearly and unambiguously.
(D) It should be consistent with established facts.

32. The entire group of individuals that a researcher is interested in studying is called the:
(A) Sample
(B) Universe
(C) Variable
(D) Construct

33. Identify the correct sequence of steps in writing a Research Proposal:
A. Statement of the problem
B. Review of related literature
C. Methodology
D. Title
E. Budget and timeline
(A) Statement of the problem, Title, Review of related literature, Methodology, Budget and timeline
(B) Title, Statement of the problem, Review of related literature, Methodology, Budget and timeline
(C) Title, Review of related literature, Statement of the problem, Methodology, Budget and timeline
(D) Statement of the problem, Review of related literature, Methodology, Title, Budget and timeline

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the 'Normal Probability Hypothesis' (goodness of fit).
Statement II: A chi-square test is a parametric technique.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

72. Which of the following are components of Quantitative Data Analysis?
A. Measures of central tendency
B. Power of a statistical test
C. Analytical Induction
D. Triangulation
E. Use and Interpretation of ANOVA
Which of the above statement(s) is/are correct?
(A) A, B and C only
(B) C, D and E only
(C) A, B and E only
(D) A, D and E only

73. Which of the following statements about data analysis is incorrect?
(A) Descriptive data analysis includes measures of central tendency and variability.
(B) Inferential data analysis is used to draw conclusions about a population from a sample.
(C) Parametric techniques require fewer assumptions about the data than non-parametric techniques.
(D) Qualitative data analysis involves processes like data reduction and classification.

74. What does "fiduciary limits" refer to in descriptive data analysis?
(A) The range within which a population parameter is expected to lie, also known as confidence intervals.
(B) The boundaries of a graph or chart.
(C) The ethical limits of data interpretation.
(D) The financial constraints of the research project.

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75. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Qualitative data analysis involves data reduction.
Reason (R): Researchers need to select, focus, simplify, and transform the vast amount of raw data from field notes or interviews into a manageable form.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

76. Which qualitative research design is focused on developing a theory that is 'grounded' in data from the field?
(A) Narrative Research
(B) Grounded Theory
(C) Case Study
(D) Ethnography

77. A qualitative design that focuses on studying the stories and experiences of individuals to understand their meaning is known as:
(A) Grounded Theory
(B) Ethnography
(C) Narrative Research
(D) Case Study

78. Which of the following are key characteristics of Narrative Research design?
A. Focus on the stories of individuals.
B. Manipulation of an independent variable.
C. Collaboration with participants.
D. Emphasis on chronological sequencing of events.
Which of the above statement(s) is/are correct?
(A) A, B, and C only
(B) A, C, and D only
(C) B and D only
(D) A and D only

79. What is a defining characteristic of a Case Study?
(A) It involves an in-depth investigation of a bounded system (a case).
(B) It always involves a single individual and cannot study a group or event.
(C) It aims to generalize findings to a larger

(B) Level of Significance
(C) Type II Error
(D) Standard Error

62. The power of a statistical test is the probability of:
(A) incorrectly rejecting a true null hypothesis.
(B) correctly accepting a true null hypothesis.
(C) incorrectly accepting a false null hypothesis.
(D) correctly rejecting a false null hypothesis.

63. Which of the following are conditions that should typically be satisfied for using parametric techniques?
A. Data should be on a nominal scale.
B. The population from which the sample is drawn is normally distributed.
C. Variances of the comparison groups are equal (homogeneity of variance).
D. The sample size must always be small.
Which of the above statement(s) is/are correct?
(A) A and D only
(B) B and C only
(C) A, B, and C only
(D) B, C, and D only

64. What is the primary purpose of inferential data analysis?
(A) To summarize and describe the characteristics of a sample.
(B) To make generalizations from a sample to a population.
(C) To present data in the form of graphs and charts.
(D) To ensure the reliability of the research tool.

65. A statistical technique used to compare the means of two groups is the:
(A) Chi-square test
(B) t-test
(C) ANOVA
(D) Correlation

66. A researcher wants to determine if there is a significant difference in the average test scores of three different teaching groups (Group A, Group B, Group C). Which statistical technique is most appropriate?
(A) ANOVA
(B) t-test
(C) z-test
(D) Chi-square test

67. Match List I (Technique) with List II (Use)
List I (Technique)
P. Correlation
Q. t-test
R. ANOVA
S. Chi-square test
List II (Use)
1. To compare observed frequencies with expected frequencies.
2. To determine the degree of relationship between two variables.
3. To compare the means of more than two groups.
4. To compare the means of two groups.
(A) P-2, Q-4, R-3, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-2, Q-3, R-4, S-1
(D) P-4, Q-1, R-2, S-3

68. In qualitative data analysis, what is 'Analytical Induction'?
(A) A process of reducing large amounts of data into smaller units for management.
(B) The use of multiple methods or data sources to develop a comprehensive understanding.
(C) A graphical representation of qualitative data to show trends and relationships.
(D) A procedure for testing a theory until a universal explanation is found.

69. A researcher is analyzing interview transcripts by continuously comparing new codes and categories with previously identified ones to refine them. This process is known as:
(A) Data Reduction
(B) Analytical Induction
(C) Constant Comparison
(D) Triangulation

70. The use of multiple methods, data sources, or researchers to enhance the validity of qualitative research findings is referred to as:
(A) Constant Comparison
(B) Triangulation
(C) Analytical Induction
(D) Data Reduction

71. Given below are two statements:
Statement I: A chi-square test can be used to test

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(C) A is true but R is false.
(D) A is false but R is true.

87. A researcher first conducts a large-scale survey to identify trends in student dropout rates and then conducts in-depth interviews with a few students to understand the reasons behind these trends. This is an example of which Mixed Method design?
(A) Triangulation Design
(B) Exploratory Design
(C) Grounded Theory Design
(D) Explanatory Design

88. Which of the following are recognized types of Mixed Method designs?
A. Triangulation
B. Explanatory
C. Ethnographic
D. Exploratory
E. Case Study
Which of the above statement(s) is/are correct?
(A) A, B and C only
(B) C, D and E only
(C) A, C and E only
(D) A, B and D only

89. Which statement about the weaknesses of Case Study research is likely incorrect?
(A) Findings may not be generalizable to the wider population.
(B) It can be susceptible to researcher bias.
(C) It is always quick and inexpensive to conduct.
(D) Establishing cause-and-effect relationships can be difficult.

90. What is a primary underlying assumption of ethnographic research?
(A) Culture and behavior are best understood from the perspective of the people within the group (emic perspective).
(B) Human behavior can only be understood in a controlled laboratory setting.
(C) Statistical generalization is the main goal of the research.
(D) Past events have no bearing on the present culture of a group.

91. The process of writing a detailed, descriptive account of the cultural group studied in ethnographic research is known as:
(A) A case study report
(B) A narrative account
(C) A grounded theory memo
(D) An ethnography

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92. Given below are two statements:
Statement I: A key strength of Mixed Method research is its ability to provide a more comprehensive understanding of a research problem than either qualitative or quantitative research alone.
Statement II: A key weakness of Mixed Method research is that it is often less time-consuming and requires less expertise than single-method research.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

93. Which of the following are potential weaknesses of Ethnographic research?
A. It can be very time-consuming.
B. The researcher's presence might alter the behavior of the group being studied.
C. It provides easily generalizable quantitative data.
D. There is a risk of the researcher "going native" and losing objectivity.
Which of the above statement(s) is/are correct?
(A) A, B, and D only
(B) A and C only
(C) B, C, and D only
(D) A, B, C, and D

94. A research team wants to first explore the lived experiences of first-generation college students and then use those findings to develop a survey instrument to measure their challenges on a larger scale. Which Mixed Method design is most appropriate?
(A) Explanatory design
(B) Triangulation design
(C) Case study design

42. Which of the following is NOT a recognized research tool?
(A) Sociogram
(B) Questionnaire
(C) Inventory
(D) Attitude scale

43. The process of establishing norms and uniform procedures for administering and scoring a test is called:
(A) Validation
(B) Item Analysis
(C) Piloting
(D) Standardisation

44. Which of the following are considered techniques of research?
A. Observation
B. Interview
C. Projective Techniques
D. Hypothesis Formulation
Which of the above statement(s) is/are correct?
(A) A and C only
(B) B, C and D only
(C) A, B and C only
(D) A and B only

45. A research technique where a respondent is presented with an ambiguous stimulus and asked to interpret it is known as:
(A) An interview
(B) A questionnaire
(C) A projective technique
(D) An observation

46. A researcher wants to measure the unspoken anxieties of students regarding examinations. Which of the following would be the most appropriate technique?
(A) A multiple-choice achievement test.
(B) A structured questionnaire with 'Yes/No' answers.
(C) A non-participant observation of the library.
(D) A projective technique like a sentence completion test.

47. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): A good sample must be representative of the population.
Reason (R): Findings from a representative sample can be generalized to the entire population with a certain degree of confidence.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

48. Which pair of sampling technique and its type is incorrect?
(A) Simple Random Sampling - Probability Sampling
(B) Quota Sampling - Probability Sampling
(C) Convenience Sampling - Non-probability Sampling
(D) Stratified Sampling - Probability Sampling

49. Which type of measurement scale has a true zero point, allowing for statements about ratios?
(A) Nominal
(B) Ratio
(C) Ordinal
(D) Interval

50. Which of the following are types of measurement scales?
A. Nominal
B. Ordinal
C. Cardinal
D. Interval
E. Ratio
Which of the above statement(s) is/are correct?
(A) A, B, C, D
(B) B, C, D, E
(C) A, B, D, E
(D) A, C, D, E

51. The ranking of students as 1st, 2nd, and 3rd in a competition is an example of which type of measurement scale?
(A) Nominal
(B) Interval
(C) Ordinal
(D) Ratio

52. A scale that classifies data into mutually exclusive categories without any order or ranking is a(n):
(A) Ordinal

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A. Descriptive design describes the characteristics of a population.
B. Experimental design establishes cause-and-effect relationships.
C. Historical design examines past events.
D. Qualitative design focuses on numerical data.
E. Quantitative design involves manipulating variables.

Which of the above statement(s) is/are correct?
(A) A, B, and C only
(B) A, B, C, and E only
(C) C, D, and E only
(D) A, B, and D only

105. An 'intervening variable' is a hypothetical variable that:
(A) is manipulated by the researcher to see its effect.
(B) is a measured outcome of the study.
(C) explains the link between the independent and dependent variables.
(D) is an uncontrolled factor that may affect the results.

106. A researcher wants to study the effect of gender on attitudes towards online learning. Gender in this study is a:
(A) Independent variable, but it is an attribute rather than manipulated.
(B) Dependent variable
(C) Moderator variable, because it cannot be manipulated but can affect the relationship.
(D) Intervening variable

107. Arrange the following steps in the sampling process in a logical order:
A. Selecting the sampling technique
B. Identifying the sampling frame
C. Defining the target population
D. Determining the sample size
E. Drawing the sample
(A) Selecting the sampling technique, Defining the target population, Identifying the sampling frame, Determining the sample size, Drawing the sample
(B) Defining the target population, Determining the sample size, Selecting the sampling technique, Identifying the sampling frame, Drawing the sample
(C) Identifying the sampling frame, Defining the target population, Determining the sample size, Selecting the sampling technique, Drawing the sample
(D) Defining the target population, Identifying the sampling frame, Determining the sample size, Selecting the sampling technique, Drawing the sample

108. A research tool designed to measure an individual's acquired knowledge or proficiency in a certain subject is called a(n):
(A) Aptitude test
(B) Achievement test
(C) Attitude scale
(D) Inventory

109. If a weighing scale consistently shows a person's weight as 5 kg less than their actual weight, the scale is:
(A) Valid but not reliable
(B) Neither reliable nor valid
(C) Reliable but not valid
(D) Both reliable and valid

110. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Non-probability sampling techniques do not allow for the estimation of sampling error.
Reason (R): The selection of elements is non-random, and therefore the probability of any particular element being selected is unknown.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

111. What is an 'Attitude scale' designed to measure?
(A) A person's predispositions or feelings towards an object or idea.
(B) A person's potential for future learning.
(C) A person's current level of knowledge.
(D) A person's observable behavior in a specific situation.

112. Given below are two statements:
Statement I: An interview is a research technique that involves direct, face-to-face conversation

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168. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): A variable is a central idea in research.
Reason (R): Research is impossible without the concept of variables, as it involves studying relationships or differences among attributes that vary.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

169. A researcher is studying the effect of a new drug. One group receives the drug, and another receives a placebo. The group receiving the placebo is known as the:
(A) Experimental group
(B) Extraneous group
(C) Control group
(D) Sample group

170. The hypothesis that states "There will be no significant difference between the achievement scores of students taught through method A and method B" is an example of a:
(A) Null Hypothesis
(B) Directional Hypothesis
(C) Non-directional Hypothesis
(D) Research Hypothesis

171. Which of the following are research tools?
A. Rating scale
B. Attitude scale
C. Sociogram
D. Projective Techniques
Which of the above statement(s) is/are correct?
(A) A and B only
(B) A, B and C only
(C) A, B, and D only
(D) C and D only

172. Given below are two statements:
Statement I: The chi-square test is suitable for analyzing the relationship between two categorical variables.
Statement II: ANOVA is used to determine the degree of linear association between two continuous variables.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

173. The process of assigning numerals to objects, events, or properties according to a set of rules is known as:
(A) Sampling
(B) Hypothesis testing
(C) Measurement
(D) Data analysis

174. The main weakness of Grounded Theory research is that:
(A) it cannot generate new theories.
(B) it is very quick and lacks depth.
(C) it only works with quantitative data.
(D) the researcher's interpretations can be highly subjective.

175. Match List I (Technique) with List II (Description):
List I (Technique)
P. Convenience Sampling
Q. Quota Sampling
R. Snowball Sampling
S. Purposive Sampling |
List II (Description)
1. Participants selected based on the researcher's judgment.
2. Initial participants refer other participants.
3. Participants selected based on easy availability.
4. Non-random pre-determined number from sub-groups.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-1, S-2

176. A key feature of Narrative Research is its focus on:
(A) establishing cause-and-effect relationships.
(B) understanding experiences through the stories people tell.

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121. Which type of research design is characterized by the manipulation of an independent variable to observe its effect on a dependent variable?
(A) Descriptive
(B) Historical
(C) Experimental
(D) Ethnographic

122. Given below are two statements:
Statement I: An 'Inventory' as a research tool is often used to assess personality traits or interests.
Statement II: A 'Rating Scale' requires respondents to choose between two opposing adjectives.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

123. Identify the components often included in the 'Methodology' section of a research proposal:
A. Research design
B. Sample and sampling technique
C. Tools for data collection
D. Statistical techniques for data analysis
E. Final conclusions of the study
Which of the above statement(s) is/are correct?
(A) A, B, C, D, E
(B) A, B and C only
(C) A, B, C and D only
(D) C, D and E only

124. The scientific principle that theories should be as simple as possible while still explaining the relevant phenomena is known as:
(A) Falsifiability
(B) Parsimony
(C) Replicability
(D) Precision

125. If a research study's findings can be repeated by another researcher using the same methodology, the study has high:
(A) Internal validity
(B) External validity
(C) Reliability
(D) Objectivity

126. Which of the following pairs correctly matches the research approach with its primary data type?
(A) Quantitative - Interview transcripts
(B) Qualitative - Survey scores
(C) Qualitative - Experimental results
(D) Quantitative - Numerical data

127. All of the following are characteristics of good research EXCEPT:
(A) It is designed to prove a pre-determined belief.
(B) It is systematic.
(C) It is based on empirical evidence.
(D) It is logical.

128. Exploratory scientific method is best suited for:
(A) Testing a specific hypothesis about a well-understood phenomenon.
(B) Investigating a research problem that is not yet clearly defined.
(C) Describing the characteristics of a population.
(D) Establishing a cause-and-effect relationship between variables.

129. Match List I (Concept) with List II (Description):
List I (Concept)
P. Type I Error
Q. Type II Error
R. Power of a test
S. Level of Significance
List II (Description)
1. Probability of correctly rejecting a false H_0.
2. Probability of rejecting a true H_0.
3. Probability of failing to reject a false H_0
4. Set threshold for rejecting H_0 (alpha)
(A) P-3, Q-2, R-4, S-1
(B) P-2, Q-3, R-1, S-4
(C) P-2, Q-1, R-3, S-4
(D) P-4, Q-3, R-1, S-2

130. Given below are two statements:
Statement I: A non-directional hypothesis specifies the existence of a relationship but not its direction.
Statement II: A null hypothesis is a statement of equality or no relationship.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are

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187. Which of the following are measures of variability?
A. Mean
B. Median
C. Range
D. Standard Deviation
Which of the above statement(s) is/are correct?
(A) A and B only
(B) C and D only
(C) A, C and D only
(D) B, C and D only

188. A researcher wants to test if the choice of favorite color (blue, green, red, yellow) is equally distributed among a group of children. Which statistical test is appropriate?
(A) t-test
(B) Chi-square test for equal probability
(C) ANOVA
(D) Correlation

189. Which statement about a Case Study design is correct?
(A) It is best for making statistical generalizations.
(B) It is a type of experimental research.
(C) It involves an in-depth, multi-faceted exploration of a single bounded system.
(D) It primarily aims to develop a new, overarching theory.

190. Given below are two statements:
Statement I: The exploratory mixed-method design typically starts with qualitative data collection.
Statement II: The purpose of the initial qualitative phase in an exploratory design is to explore a topic to guide subsequent quantitative data collection.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

191. The type of validity that assesses whether a test appears to measure what it is supposed to measure is:
(A) Face validity
(B) Content validity
(C) Criterion validity
(D) Construct validity

192. Research that applies the findings of fundamental research to solve specific, practical problems is known as:
(A) Action Research
(B) Applied Research
(C) Historical Research
(D) Descriptive Research

193. Which of the following are key characteristics of the scientific method?
A. Replicability
B. Precision
C. Subjectivity
D. Falsifiability
E. Parsimony
Which of the above statement(s) is/are correct?
(A) A, B, C, D
(B) B, C, D, E
(C) A, B, D, E
(D) A, C, D, E

194. The main difference between a concept and a construct is that a construct is:
(A) an abstract idea deliberately invented for a specific scientific purpose.
(B) more concrete and directly observable.
(C) a term used only in qualitative research.
(D) always expressed as a null hypothesis.

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195. Match List I (Concept) with List II (Description):
List I (Concept)
P. Data Reduction
Q. Data Classification.
R. Analytical Induction
S. Constant Comparison
List II (Description)
1. Continuously comparing data units to refine categories.
2. A procedure to arrive at a universal explanation
3. Organizing data into systematic categories
4. Summarizing and simplifying large amounts of data.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-3, R-1, S-2

(C) a sample distribution fits a normal distribution.
(D) the frequencies in different categories are significantly different from what would be expected by chance.

140. The process in qualitative research of cross-verifying information using multiple data sources, methods, or investigators is known as:
(A) Constant comparison
(B) Triangulation
(C) Analytical induction
(D) Data classification

141. A researcher is studying the culture of a specific online gaming community by becoming an active member and observing interactions. This is an example of:
(A) Case study
(B) Narrative research
(C) Ethnography
(D) Historical research

142. Which of the following are key components or characteristics of a Case Study design?
A. In-depth investigation
B. Bounded system (the case)
C. Use of multiple sources of evidence
D. Manipulation of variables
E. Focus on developing a universal theory
Which of the above statement(s) is/are correct?
(A) A, B and C only
(B) A, C and E only
(C) B, D and E only
(D) A, B, C, D, E

143. Given below are two statements:
Statement I: The primary strength of Narrative Research is its ability to provide statistically generalizable results.
Statement II: A key step in conducting Narrative Research involves collecting stories from individuals about their lived experiences.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

144. What is a defining characteristic of an Explanatory Mixed Method design?
(A) It begins with qualitative data collection to explore a phenomenon.
(B) It prioritizes quantitative data collection and uses qualitative data to explain the results.
(C) It gives equal priority to both data types collected concurrently.
(D) It is primarily used to develop a new theory from the ground up.

145. All of the following are potential strengths of Mixed Method research EXCEPT:
(A) Providing a more complete and comprehensive picture.
(B) Being simpler and faster to execute than single-method designs.
(C) Answering a broader range of research questions.
(D) Enhancing validity through triangulation of findings.

146. Match List I (Term) with List II (Description):
List I (Term)
P. Research Hypothesis.
Q. Null Hypothesis
R. Directional Hypothesis
S. Non-directional Hypothesis
List II (Description)
1. Predicts a specific outcome (higher/lower)
2. States no relationship exists.
3. Predicts a relationship exists, but not the direction.
4. The researcher's initial prediction of a relationship.
(A) P-4, Q-2, R-1, S-3
(B) P-2, Q-4, R-3, S-1
(C) P-4, Q-2, R-3, S-1
(D) P-1, Q-2, R-4, S-3

147. The process of reviewing literature, consulting experts, and conducting pilot studies to ensure a research tool is appropriate and measures the intended construct is related to establishing:
(A) Reliability
(B) Standardisation
(C) Validity
(D) Parsimony

148. The list of all units in a population from which a sample is to be drawn is known as:

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incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

131. What type of variable is 'anxiety' in a study where it is assumed to mediate the relationship between exam pressure (IV) and performance (DV)?
(A) Moderator variable
(B) Extraneous variable
(C) Intervening variable
(D) Control variable

132. Which of the following are examples of Non-probability sampling techniques?
A. Systematic Sampling
B. Quota Sampling
C. Convenience Sampling
D. Simple Random Sampling
Which of the above statement(s) is/are correct?
(A) A and D only
(B) B and C only
(C) A, B and C only
(D) B, C and D only

133. An 'Aptitude test' is a tool designed to:
(A) Measure an individual's current skills.
(B) Assess an individual's feelings or opinions.
(C) Predict an individual's ability to learn or perform a future task.
(D) Evaluate an individual's personality structure.

134. A teacher uses a student's final examination score as a measure of their knowledge of the entire year's syllabus. The teacher is primarily concerned with the test's:
(A) Reliability
(B) Content Validity
(C) Standardisation
(D) Objectivity

135. Arrange the steps for Grounded Theory research in sequence:
A. Theoretical saturation
B. Open coding
C. Axial coding
D. Selective coding and developing the theory
(A) Open coding, Axial coding, Selective coding and developing the theory, Theoretical saturation
(B) Theoretical saturation, Open coding, Axial coding, Selective coding and developing the theory
(C) Axial coding, Open coding, Selective coding and developing the theory, Theoretical saturation
(D) Open coding, Theoretical saturation, Axial coding, Selective coding and developing the theory

136. Which statement about measurement scales is incorrect?
(A) Ordinal scales have equal intervals between ranks.
(B) A nominal scale provides the least amount of information.
(C) A ratio scale has a true zero, but an interval scale does not.
(D) Temperature in Kelvin is a ratio scale, while Celsius is an interval scale.

137. To represent the frequency distribution of a continuous variable, the most appropriate graphical presentation would be a:
(A) Pie chart
(B) Bar graph
(C) Histogram
(D) Scatter plot

138. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The median is a better measure of central tendency than the mean for income data.
Reason (R): Income data is often highly skewed, and the median is less affected by extreme scores or outliers than the mean.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

139. A chi-square test for 'Equal Probability Hypothesis' is used to determine if:
(A) two variables are correlated.
(B) the means of two groups are different.

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(D) Purposive Sampling

159. Which statement accurately describes the relationship between reliability and validity?
(A) If a test is valid, it must be reliable.
(B) If a test is reliable, it must be valid.
(C) A test can be valid without being reliable.
(D) Reliability and validity are independent concepts.

160. A research tool consisting of a series of written questions to be answered by respondents is a:
(A) Rating scale
(B) Questionnaire
(C) Interview schedule
(D) Projective test

161. Given below are two statements:
Statement I: The temperature in degrees Celsius is an example of an interval scale.
Statement II: The weight of an object in kilograms is an example of an ordinal scale.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

162. Measures of variability, such as standard deviation, describe the:
(A) spread of scores in a distribution.
(B) central value of a distribution.
(C) shape of a distribution.
(D) highest score in a distribution.

163. Which of the following are considered parametric statistical techniques or require parametric assumptions?
A. t-test
B. z-test
C. ANOVA
D. chi-square test
E. Mann-Whitney U test
Which of the above statement(s) is/are correct?
(A) A, B and D only
(B) D and E only
(C) A, B and C only
(D) A, B, C, D, E

164. What is the primary purpose of writing an ethnographic account?
(A) To present statistical summaries of a culture.
(B) To test a pre-defined hypothesis about cultural superiority.
(C) To create a fictional story based on cultural elements.
(D) To provide a rich, thick description of the culture from an insider's perspective.

165. Match List I (Design) with List List II (Characteristic):
List I (Design)
P. Historical
Q. Experimental
R. Descriptive (Survey)
S. Action
List II (Characteristic)
1. Manipulation of variables.
2. Focus on local problem solving.
3. Examination of past records
4. Describing current attitudes or beliefs.
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

166. Which of the following is an incorrect statement about the characteristics of scientific method?
(A) Replicability allows for verification of findings.
(B) Parsimony suggests that complex explanations are superior.
(C) Falsifiability means a theory can be proven wrong.
(D) Precision refers to the exactness of measurement.

167. Why is a research proposal a critical first step in the research process?
(A) Because it guarantees that the findings will be positive.
(B) Because it is a substitute for obtaining ethical clearance.
(C) Because it is the final report submitted for publication.
(D) Because it provides a systematic plan or blueprint for conducting the study.

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between the researcher and the respondent.
Statement II: A questionnaire must always be administered in person by the researcher.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

113. Which of the following are characteristics of the Nominal scale?
A. It has a true zero point.
B. It allows for ranking of data.
C. It involves classification into categories.
D. The categories are mutually exclusive.
Which of the above statement(s) is/are correct?
(A) A and B only
(B) C and D only
(C) B, C and D only
(D) A, C and D only

114. A researcher wants to analyze data representing the gender of students (Male, Female, Other). Which measure of central tendency is most appropriate for this data?
(A) Mode
(B) Mean
(C) Median
(D) Geometric Mean

115. The difference between the highest and lowest scores in a distribution is known as the:
(A) Standard deviation
(B) Variance
(C) Range
(D) Quartile deviation

116. Match List I (Design) with:
List I (Design)
P. Grounded Theory
Q. Narrative Research |
R. Case Study
S. Ethnography |.
List II (Focus)
1. In-depth understanding of a bounded system.
2. Understanding a culture-sharing group.
3. Generating theory from data.
4. Exploring the life of an individual
(A) P-3, Q-4, R-1, S-2
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-1, Q-2, R-3, S-4

117. In hypothesis testing, what is 'Effect Size'?
(A) The number of participants in a study.
(B) The probability of a Type I error.
(C) A quantitative measure of the magnitude of a phenomenon or relationship.
(D) The range of values for the mean.

118. A researcher wants to investigate the relationship between hours spent studying and exam scores. Which statistical technique would be most suitable to determine the strength and direction of this relationship?
(A) t-test
(B) Correlation
(C) ANOVA
(D) Chi-square

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119. Which of the following statements about qualitative data analysis is incorrect?
(A) Analytical induction aims to find a universal explanation for a phenomenon.
(B) Constant comparison involves comparing incidents applicable to each category.
(C) Data reduction makes large datasets manageable.
(D) Triangulation refers to presenting data in a triangular graphical format.

120. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): A z-test is used when the sample size is large and the population standard deviation is known.
Reason (R): The z-test relies on the central limit theorem, which states that for large samples, the sampling distribution of the mean approximates a normal distribution.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

(C) observing a cultural group in its natural setting.
(D) developing a theory from data.

177. The process of writing a detailed, descriptive account of the cultural group studied in ethnographic research is known as:
(A) Explanatory design
(B) Triangulation design
(C) Exploratory design
(D) Narrative design

178. Which of the following are components or characteristics of Ethnographic research?
A. Study of a culture-sharing group
B. Participant observation
C. Focus on a bounded system or single case
D. Long-term immersion in the field
E. Manipulation of an independent variable
Which of the above statement(s) is/are correct?
(A) A, B, and D only
(B) A, C and E only
(C) B, C and D only
(D) A, B, C, D

179. The variable that is measured to determine the effect of the manipulated variable is the:
(A) Independent Variable
(B) Moderator Variable
(C) Dependent Variable
(D) Control Variable

180. A score on an intelligence test is an example of which type of measurement scale?
(A) Nominal
(B) Ordinal
(C) Ratio
(D) Interval

181. Which of the following is NOT a recognized type of research based on its purpose?
(A) Fundamental
(B) Applied
(C) Longitudinal
(D) Action

182. Given below are two statements:
Statement I: An extraneous variable is a variable that the researcher intentionally manipulates.
Statement II: A moderator variable influences the strength of a relationship between two other variables.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

183. The primary aim of explanatory scientific method is to:
(A) explore a new area of inquiry.
(B) describe a phenomenon in detail.
(C) narrate the history of an event.
(D) explain the reasons behind a phenomenon, often by testing hypotheses.

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184. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In research, validity is a more critical attribute of a tool than reliability.
Reason (R): A tool that does not measure what it purports to measure is useless, even if it gives consistent results.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

185. The entire set of individuals, objects, or events that the researcher intends to study is called:
(A) A sample
(B) A parameter
(C) A universe or population
(D) A sampling frame

186. What is the defining feature of a projective technique in research?
(A) It presents ambiguous stimuli to elicit unconscious feelings and thoughts.
(B) It uses a structured set of questions with fixed responses.
(C) It involves direct observation of behavior in a natural setting.
(D) It measures acquired knowledge on a specific subject.

(A) The universe
(B) The parameter
(C) The sample design
(D) The sampling frame

149. A researcher wants to compare the academic performance of students from three different school boards (CBSE, ICSE, State Board). Which statistical test is most suitable for this comparison?
(A) t-test
(B) Correlation
(C) ANOVA
(D) Chi-square

150. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Ethnographic research often involves long-term immersion in the field.
Reason (R): To understand a culture fully, the researcher needs to build trust and observe patterns of behavior and interaction over an extended period.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

151. Which of the following pairs is incorrectly matched?
(A) Scientific Method: Replicability
(B) Research Aims: Theory Building
(C) Research Approaches: Quantitative & Qualitative
(D) Research Designs: Inferential

152. Given below are two statements:
Statement I: Action research is typically conducted by practitioners to solve their own immediate problems.
Statement II: The findings of action research are intended to be widely generalizable to other settings.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

153. Which of the following are considered aims of research as a scientific activity?
A. Problem-solving
B. Theory Building
C. Prediction
D. Maintaining status quo
Which of the above statement(s) is/are correct?
(A) A and B only
(B) A, B and C only
(C) B, C and D only
(D) A and D only

154. A research design that aims to describe the characteristics of a population or phenomenon as it currently exists is known as:
(A) Descriptive design
(B) Experimental design
(C) Historical design
(D) Applied design

155. The variable that is presumed to cause a change in another variable is the:
(A) Dependent variable
(B) Extraneous variable
(C) Intervening variable
(D) Independent variable

156. A testable prediction about the relationship between two or more variables is a:
(A) Construct
(B) Hypothesis
(C) Concept
(D) Theory

157. A researcher selects every 10th student from a school's enrollment list. What kind of sampling is this?
(A) Simple Random Sampling
(B) Stratified Sampling
(C) Systematic Sampling
(D) Cluster Sampling

158. Which of the following is NOT a probability sampling technique?
(A) Simple Random Sampling
(B) Cluster Sampling
(C) Stratified Sampling

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(D) P-3, Q-4, R-2, S-1

196. Which of the following is an incorrect statement regarding hypotheses?
(A) A directional hypothesis predicts the nature of the effect.
(B) A null hypothesis is set up to be rejected.
(C) A non-directional hypothesis predicts a relationship but not its direction.
(D) A good hypothesis does not need to be testable.

197. Why is random assignment important in an experimental design?
(A) It ensures that the selected sample is perfectly representative of the population.
(B) It eliminates the need for conducting a pre-test prior to the intervention.
(C) It ensures that experimental and control groups are equivalent at the start.
(D) It guarantees that the research results will be statistically significant and valid.

198. Arrange the following research designs in the order of a typical mixed-method explanatory design sequence:
A. Conduct in-depth interviews
B. Administer a large-scale survey
C. Analyze quantitative data
D. Use qualitative findings to explain quantitative results
(A) Conduct in-depth interviews, Administer a large-scale survey, Analyze quantitative data, Use qualitative findings to explain quantitative results
(B) Administer a large-scale survey, Analyze quantitative data, Conduct in-depth interviews, Use qualitative findings to explain quantitative results
(C) Administer a large-scale survey, Conduct in-depth interviews, Analyze quantitative data, Use qualitative findings to explain quantitative results
(D) Conduct in-depth interviews, Use qualitative findings to explain quantitative results, Administer a large-scale survey, Analyze quantitative data

199. A research design that focuses on portraying an accurate profile of persons, events, or situations is:
(A) Experimental
(B) Explanatory
(C) Exploratory
(D) Descriptive

200. In a study on the effect of a new teaching method on student motivation, 'motivation' is the:
(A) Dependent variable
(B) Independent variable
(C) Moderator variable
(D) Extraneous variable

201. Given below are two statements:
Statement I: Snowball sampling is a form of probability sampling.
Statement II: Snowball sampling is useful when members of a population are difficult to locate.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

202. The process of making a tool consistent by establishing specific procedures for its administration and scoring is known as:
(A) Standardisation
(B) Reliability
(C) Validity
(D) Triangulation

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203. Which of the following are types of qualitative research designs?
A. Grounded Theory
B. Narrative Research
C. Experimental Design
D. Ethnography
Which of the above statement(s) is/are correct?
(A) A, B and C only
(B) B, C and D only
(C) A, B and D only
(D) A, C and D only

204. The most significant weakness of a case study research design is:
(A) its inability to provide in-depth information.
(B) the difficulty in generalizing its findings to a larger population.

(C) its reliance on quantitative data.
(D) the speed and low cost at which it can be completed.

205. The probability of making a Type I error in hypothesis testing is denoted by:
(A) β (beta)
(B) ρ (rho)
(C) α (alpha)
(D) σ (sigma)

206. Which of the following is a correct statement about parametric tests?
(A) They are assumption-free.
(B) They are used for nominal and ordinal data.
(C) The chi-square test is a common example of a parametric test.
(D) They are generally more powerful than non-parametric tests if assumptions are met.

207. A school wants to know if there is an association between students' gender and their choice of academic stream (Science, Arts, Commerce). Which statistical test is most appropriate?
(A) Chi-square test
(B) t-test
(C) ANOVA
(D) Correlation

208. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The selection of a research design depends on the nature of the research problem.
Reason (R): Different research problems require different approaches; for instance, establishing causality requires an experimental design, while understanding a culture requires an ethnographic one.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

209. An 'Inventory' as a research tool is primarily used for:
(A) measuring achievement in a subject.
(B) assessing interests, values, or personality characteristics.
(C) predicting future performance.
(D) quantifying opinions on a specific topic.

210. Given below are two statements:
Statement I: A dependent variable is the variable that is manipulated by the researcher.
Statement II: An independent variable is the presumed cause.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

211. The process of summarizing, classifying, and organizing qualitative data to make it manageable and meaningful is known as:
(A) Data triangulation
(B) Data saturation
(C) Data reduction
(D) Data induction

212. A research proposal typically includes all of the following sections EXCEPT:
(A) Statement of the problem
(B) Review of literature
(C) Proposed methodology
(D) Detailed results and conclusions

213. From the list below, select the items that represent techniques of research, not tools:
A. Observation
B. Questionnaire
C. Interview
D. Projective Techniques
E. Rating Scale
Which of the above statement(s) is/are correct?
(A) A, C, and D only
(B) B, C, and E only
(C) A, B, and D only
(D) A, B, C, D, E

214. The key difference between applied research and action research is that action research is:
(A) more theoretical and abstract.
(B) focused on solving a specific, local problem by the practitioner involved.
(C) designed to be generalizable to a wide

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population.
(D) always longitudinal in nature.

215. The jersey numbers of football players represent which scale of measurement?
(A) Ordinal
(B) Interval
(C) Ratio
(D) Nominal

216. Which pair correctly matches the research design with its description?
(A) Historical - Describing 'what was'
(B) Experimental - Examining past events
(C) Descriptive - Manipulating a variable
(D) Action - Building a grand theory

217. The probability of correctly rejecting the null hypothesis when it is false is known as:
(A) Type I error
(B) Type II error
(C) Power of a statistical test
(D) Level of significance

218. Given below are two statements:
Statement I: The purpose of a descriptive scientific method is to provide an accurate portrayal of a situation or phenomenon.
Statement II: The purpose of an explanatory scientific method is to explore a new field of study.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

219. A variable that is not of primary interest to the study but may have an effect on the dependent variable is called an:
(A) Independent variable
(B) Intervening variable
(C) Moderator variable
(D) Extraneous variable

220. A researcher wants to understand the life story of a celebrated educator and the key events that shaped her philosophy. Which qualitative design is most suitable?
(A) Grounded Theory
(B) Narrative Research
(C) Case Study
(D) Ethnography

221. Which of the following are types of hypotheses?
A. Research
B. Directional
C. Null
D. Sampling
Which of the above statement(s) is/are correct?
(A) A, B and C only
(B) B, C and D only
(C) A, C and D only
(D) A, B and D only

222. Which statement about sampling is incorrect?
(A) A good sample should be representative of the universe.
(B) Probability sampling gives every unit a known chance of being selected.
(C) A research proposal should specify the sampling technique to be used.
(D) Convenience sampling is a type of probability sampling.

223. What are the three main types of research according to purpose?
(A) Fundamental, Applied, Action
(B) Descriptive, Experimental, Historical
(C) Quantitative, Qualitative, Mixed-Method
(D) Exploratory, Explanatory, Descriptive

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224. The 'constant comparison' method is a key feature of which qualitative research design?
(A) Narrative Research
(B) Grounded Theory
(C) Ethnography
(D) Case Study

225. The process in qualitative research where the researcher continues to sample and collect data until no new information or themes are emerging is known as:
(A) Triangulation
(B) Theoretical saturation
(C) Analytical induction
(D) Constant comparison

247. What is the most significant advantage of probability sampling over non-probability sampling?
(A) It is less expensive and faster.
(B) It is easier to implement in all research situations.
(C) It does not require a sampling frame.
(D) It allows the researcher to calculate the extent of sampling error.

248. A researcher wants to compare the pass/fail frequency (a categorical outcome) between two different teaching methods. Which statistical test is most appropriate?
(A) Chi-square test
(B) t-test
(C) ANOVA
(D) Correlation

249. Which statement about research is incorrect?
(A) Educational research can be quantitative or qualitative.
(B) Scientific method is characterized by precision and replicability.
(C) Fundamental research aims to solve immediate classroom problems.
(D) A research proposal is a plan for a future study.

250. The principle of 'Parsimony' in the scientific method suggests that:
(A) a theory should be as simple as possible to explain the data.
(B) a theory should be replicable.
(C) a theory should be falsifiable.
(D) a theory should be precise in its measurements.

Direction : Please read the following source carefully.

Educational research is a systematic and rigorous process of inquiry aimed at generating, validating, and applying knowledge about educational phenomena. It is fundamentally grounded in the scientific method, a structured procedure that begins with identifying a problem, formulating a hypothesis, collecting and analyzing data, and drawing conclusions. The credibility of this method rests on several key characteristics. Replicability ensures that a study can be repeated by other researchers to verify its findings, thereby building confidence in the results. Precision demands that concepts are defined with clarity and that measurements are accurate and meticulous. A crucial tenet is Falsifiability, which posits that any scientific theory or hypothesis must be inherently disprovable; if it cannot be tested and potentially proven false, it does not belong in the realm of science. Lastly, Parsimony, often known as Occam's razor, suggests that when multiple explanations for a phenomenon are available, the simplest one is to be preferred. The scientific method can be applied through different modes of inquiry, such as the Exploratory method, used to investigate topics with limited prior research; the Explanatory method, which seeks to understand the cause-and-effect relationships between variables; and the Descriptive method, which aims to accurately portray the characteristics of a particular individual, situation, or group.

Based on the above source, attempt the following five questions.

251. Which characteristic of the scientific method advocates for choosing the simplest explanation among competing ones?
(A) Replicability
(B) Parsimony
(C) Precision
(D) Falsifiability

252. A researcher designs a study that can be duplicated by peers to confirm the consistency of its outcomes. This directly relates to the principle of:
(A) Replicability
(B) Precision
(C) Parsimony
(D) Falsifiability

253. According to the principle of Falsifiability, a scientific hypothesis must be:
(A) universally accepted as true.
(B) complex enough to explain all phenomena.
(C) structured in a way that it can be tested and potentially refuted.
(D) based on a simple and elegant explanation.

254. A study that aims to understand why a new teaching method leads to higher student engagement would be best categorized under which type of scientific method?

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237. In sampling, the error that arises because the sample is not a perfect representation of the population is known as:
(A) Non-response error
(B) Measurement error
(C) Sampling error
(D) Standard deviation

238. What is the primary characteristic of an 'Action Research' cycle?
(A) Hypothesize, Test, Conclude, Publish
(B) Observe, Interview, Analyze, Report
(C) Read, Write, Cite, Submit
(D) Plan, Act, Observe, Reflect

239. Given below are two statements:
Statement I: A research tool's reliability refers to its accuracy in measuring the intended construct.
Statement II: A research tool's validity refers to its consistency in providing stable results.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

240. A researcher finds that the results of her study on a new teaching method in a private urban school cannot be applied to rural government schools. This issue relates to the study's:
(A) Internal validity
(B) External validity (generalizability)
(C) Reliability
(D) Objectivity

241. The measures of central tendency (mean, median, mode) are used in:
(A) Inferential data analysis
(B) Descriptive data analysis
(C) Qualitative data analysis
(D) Hypothesis formulation

242. If a researcher rejects the null hypothesis at the 0.05 level of significance, it means:
(A) There is a 5% or less probability of the result if the null hypothesis were true.
(B) There is a 95% chance that the null hypothesis is actually true for the population.
(C) There is a 5% chance that the null hypothesis is true given the observed sample.
(D) There is a 95% chance of making a Type I error during the statistical calculation.

243. What is the fundamental purpose of an 'Explanatory' mixed methods design?
(A) To use qualitative findings to build a quantitative instrument for further study.
(B) To merge two datasets to see if they converge on the same research conclusion.
(C) To use qualitative data to help explain or elaborate on initial quantitative findings.
(D) To explore a topic using two methods concurrently to find a new research problem.

244. The underlying assumption of ethnographic research is to understand a culture from the:
(A) Etic (outsider's) perspective
(B) Historical perspective
(C) Statistical perspective
(D) Emic (insider's) perspective

245. The process of developing a theory by first identifying a research question and then systematically collecting and analyzing data is central to:
(A) Case Study research
(B) Historical research
(C) Grounded Theory research
(D) Narrative research

246. Given below are two statements:
Statement I: 'Analytical Induction' is a process of building and testing a hypothesis through the exhaustive study of cases.
Statement II: 'Constant Comparison' involves comparing newly collected data with existing categories to ensure a good fit.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

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fundamental research.

Direction : Please read the following source carefully.

In educational research, the choice of approach and design is critical for structuring the inquiry. The two primary approaches are Quantitative and Qualitative. The Quantitative approach relies on numerical data and statistical analysis to explain, predict, and control phenomena. It is characterized by structured data collection instruments, large sample sizes, and an objective, deductive stance. Conversely, the Qualitative approach focuses on understanding phenomena through non-numerical data, such as interviews, observations, and textual analysis. It is characterized by an emergent design, smaller, purposeful samples, and an interpretive, inductive stance, aiming to explore meanings and experiences in depth. Within these broad approaches, specific research designs are employed. Descriptive research design aims to systematically describe a situation, problem, phenomenon, or the characteristics of a population. It answers "what is" questions but does not explore causal relationships. Experimental research design is used to establish cause-and-effect relationships between variables by manipulating an independent variable and observing its effect on a dependent variable, all while controlling for extraneous influences. Historical research design, a unique category, involves the systematic collection and objective evaluation of data related to past events to understand their causes, effects, or trends, which can provide context for understanding current educational issues.

Based on the above source, attempt the following five questions.

261. A researcher wants to determine the impact of a new digital learning tool on the test scores of Grade 10 students by comparing a group using the tool with a control group that does not. Which research design is most appropriate?
(A) Historical research
(B) Descriptive research
(C) Qualitative research
(D) Experimental research

262. Which of the following is a primary characteristic of the Quantitative research approach?
(A) An emergent and flexible research design.
(B) The use of numerical data and statistical analysis.
(C) A focus on in-depth understanding of individual experiences.
(D) An inductive process of theory generation from data.

263. A study that aims to document and report the frequency of different student-teacher interaction patterns in urban secondary schools is an example of which research design?
(A) Historical research
(B) Experimental research
(C) Descriptive research
(D) Explanatory research

264. The fundamental difference between the Qualitative and Quantitative approaches lies in:
(A) the use of hypotheses in quantitative research versus their absence in qualitative research.
(B) the length and duration of the research project.
(C) the academic discipline from which the research originates.
(D) the type of data collected and the method of analysis employed.

265. A scholar is writing a thesis on the evolution of national education policies in India since its independence by analyzing government documents, reports, and archival records. This study exemplifies:
(A) Historical research design.
(B) Experimental research design.
(C) Descriptive research design.
(D) A Quantitative approach.

Direction : Please read the following source carefully.

In the language of research, abstract ideas are refined into measurable elements through a process that moves from concepts to constructs to variables. A concept is a general idea or abstraction formed by summarizing particular instances, such as 'learning' or 'intelligence'. When a concept is deliberately and systematically defined for a specific scientific purpose, it becomes a construct. For example, 'academic achievement' is a construct derived from the concept of learning.

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(A) Exploratory
(B) Descriptive
(C) Parsimonious
(D) Explanatory

255. If a researcher is investigating a completely new educational trend about which very little is known, the most appropriate initial method of inquiry would be:
(A) Explanatory, to determine its causes.
(B) Descriptive, to document its prevalence.
(C) Exploratory, to gain initial insights and familiarity.
(D) Replicable, to ensure the trend is real.

Direction : Please read the following source carefully.

The aims of educational research as a scientific activity are multifaceted, primarily revolving around problem-solving, theory building, and prediction. Problem-solving research directly addresses specific issues within an educational context, seeking practical solutions that can improve practices, policies, or outcomes. Theory building, on the other hand, is a more abstract endeavor focused on developing systematic bodies of concepts and principles that explain educational phenomena. These theories provide a framework for understanding and for generating new hypotheses for future research. Prediction, a third major aim, involves using existing data and theoretical models to forecast future events or behaviors, which can be invaluable for planning and intervention. These aims are pursued through different types of research. Fundamental research, often called basic or pure research, is driven by the researcher's curiosity and aims to expand the knowledge base by formulating or refining theories, without immediate concern for practical application. In contrast, Applied research is designed to solve specific, practical problems and to test the utility of theories in real-world settings. A distinct form, Action research, is a practitioner-focused methodology where educators study their own problems systematically to guide, correct, and evaluate their decisions and actions, creating a cycle of planning, acting, observing, and reflecting to bring about immediate improvement.

Based on the above source, attempt the following five questions.

256. A study conducted primarily to develop a new comprehensive theory of adolescent cognitive development, without an immediate practical goal, is an example of:
(A) Applied research
(B) Fundamental research
(C) Action research
(D) Problem-solving research

257. A group of teachers collaborating to investigate the effectiveness of their new homework policy in their own classrooms to improve student learning is engaging in:
(A) Fundamental research
(B) Applied research
(C) Predictive research
(D) Action research

258. What is the primary distinction between Applied research and Action research?
(A) Applied research is about generalizability while Action research is practitioner-focused for immediate local improvement.
(B) Applied research builds theories while Action research solves problems.
(C) Applied research is scientific while Action research is not.
(D) Applied research is quantitative while Action research is always qualitative.

259. When a research study uses statistical models based on past dropout rates to identify students at high risk of leaving school in the future, it primarily serves which aim of research?
(A) Theory building
(B) Problem-solving
(C) Prediction
(D) Fundamental inquiry

260. Which statement best describes the relationship between theory building and problem-solving in research?
(A) Problem-solving research can use established theories, while theory-building research develops them.
(B) They are mutually exclusive aims that cannot coexist in a single study.
(C) Theory building is a form of problem-solving research.
(D) Theory building is done in applied research, while problem-solving is done in

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tested in statistical procedures. The process of formulating these hypotheses is a key component of writing a research proposal, which is a formal document outlining the what, why, and how of a planned study, including the problem statement, literature review, methodology, and timeline.
Based on the above source, attempt the following five questions.

271. The statement "There is no significant difference in the academic achievement of students taught through traditional methods versus those taught through project-based learning" is an example of a:
(A) Directional Hypothesis
(B) Non-directional Hypothesis
(C) Null Hypothesis
(D) Research Hypothesis

272. A researcher predicts that "Increased parental involvement in school activities will lead to a decrease in student absenteeism." This is an example of a:
(A) Non-directional Hypothesis
(B) Directional Hypothesis
(C) Null Hypothesis
(D) Untestable Hypothesis

273. Which of the following is NOT listed in the source as a characteristic of a good hypothesis?
(A) It must be specific and clear.
(B) It must be testable.
(C) It must be consistent with existing knowledge.
(D) It must be guaranteed to be proven correct.

274. What is the primary function of a Null Hypothesis in the research process?
(A) To provide a statement that can be statistically tested for potential rejection.
(B) To state the researcher's expected outcome of the study.
(C) To define the direction of the relationship between the independent and dependent variables.
(D) To summarize the findings of previous research in the area.

275. A research hypothesis that states "The use of multimedia aids in the classroom will affect student engagement levels" is best classified as:
(A) Directional
(B) Null
(C) Non-directional
(D) Theoretical

Direction : Please read the following source carefully.

The process of selecting a subset of individuals from a larger group is central to most educational research, as studying an entire population, or Universe, is often impractical. This larger group from which a subset is drawn is the Universe or population, while the selected subset is known as the Sample. The primary goal is to ensure the sample is representative of the population so that findings from the sample can be generalized back to the population. A good sample, therefore, accurately reflects the characteristics of the population from which it is drawn. Its size must be adequate for the research design and statistical analysis, and the selection process should be free from bias. Sampling techniques are broadly categorized into Probability and Non-probability Sampling. In Probability Sampling, every member of the population has a known, non-zero chance of being selected. This method is rooted in the principles of randomization and is considered the gold standard for achieving a representative sample, which is crucial for making statistical inferences. In contrast, Non-probability Sampling does not involve random selection. Instead, subjects are chosen based on the researcher's judgment or convenience. While less likely to produce a representative sample and thus limiting generalizability, these techniques are often used in qualitative research, exploratory studies, or when probability sampling is not feasible.
Based on the above source, attempt the following five questions.

276. What is the primary purpose of drawing a representative sample in research?
(A) To allow findings from the sample to be generalized to the population.
(B) To reduce the cost and time involved in a study.
(C) To ensure every member of the population participates in the study.
(D) To make the data analysis process simpler and faster.

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To be used in research, constructs must be operationalized into variables. A variable is any attribute, characteristic, number, or quantity that can be measured or counted and whose value can vary from one entity to another. Research largely focuses on the relationship between different types of variables. The Independent Variable is the one that is manipulated or controlled by the researcher to observe its effect on another variable. The Dependent Variable is the one that is measured to see the effect of the manipulation of the independent variable. Beyond this pair, Extraneous Variables are other factors that could potentially influence the dependent variable and muddle the results. An Intervening Variable is a hypothetical internal state that is used to explain relationships between other variables, such as 'motivation' explaining the link between teaching method and student performance. A Moderator Variable is a third variable that affects the direction or strength of the relationship between an independent and a dependent variable.

Based on the above source, attempt the following five questions.

266. In a study examining the effect of 'hours of sleep' (Variable A) on 'exam performance' (Variable B), what is the role of 'exam performance'?
(A) Independent Variable
(B) Dependent Variable
(C) Moderator Variable
(D) Intervening Variable

267. A researcher finds that the positive relationship between 'teacher feedback' (Independent) and 'student achievement' (Dependent) is much stronger for high-achieving students than for low-achieving students. In this case, 'student's prior achievement level' functions as a:
(A) Dependent Variable
(B) Moderator Variable
(C) Intervening Variable
(D) Extraneous Variable

268. What is the primary difference between a concept and a construct?
(A) A concept is a general idea, while a construct is a concept specifically defined for research.
(B) A concept is theoretical, while a construct is always observable.
(C) A concept is a variable, while a construct is not.
(D) A construct is abstract, while a concept is concrete.

269. In a study on the effect of a new curriculum on student learning, the researcher fails to account for the varying socio-economic backgrounds of the students, which may influence the learning outcomes. 'Socio-economic background' is an example of an:
(A) Independent Variable
(B) Dependent Variable
(C) Extraneous Variable
(D) Intervening Variable

270. A researcher posits that a new teaching strategy (Independent Variable) improves test scores (Dependent Variable) because it increases students' 'self-efficacy'. In this model, 'self-efficacy' is best described as a(n):
(A) Moderator Variable
(B) Extraneous Variable
(C) Dependent Variable
(D) Intervening Variable

Direction : Please read the following source carefully.

A hypothesis is a tentative, testable statement about the potential relationship between two or more variables. It serves as a guide for the research inquiry, providing a clear focus and direction. Hypotheses can originate from various sources, including existing theories, direct observation of phenomena, past research findings, or even intuition. They are crucial for bridging the gap between theory and empirical investigation. A good hypothesis is clear, specific, testable, and consistent with the existing body of knowledge. Several types of hypotheses are used in research. A Research Hypothesis is a declarative statement of the expected relationship between variables. This can be further classified as Directional, which specifies the expected direction of the relationship (e.g., "method A will produce higher scores than method B"), or Non-directional, which posits a relationship exists but does not predict its direction (e.g., "there will be a difference in scores between method A and method B"). In contrast, the Null Hypothesis (H_0) states that there is no relationship or no difference between the variables being studied. It is the null hypothesis that is formally

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226. Given below are two statements:
Statement I: A t-test is used to compare the means of more than two groups.
Statement II: An ANOVA is used to compare the means of two groups.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

227. A researcher studying the impact of IQ (moderator variable) on the relationship between study hours (IV) and grades (DV) is examining the role of a:
(A) Dependent variable
(B) Intervening variable
(C) Moderator variable
(D) Extraneous variable

228. What is a major strength of mixed-methods research?
(A) It is always the quickest and cheapest research option.
(B) It requires less skill than single-method research.
(C) It eliminates all forms of researcher bias.
(D) It can provide a more holistic understanding by integrating different perspectives.

229. Characteristics of a good hypothesis include all of the following EXCEPT:
(A) It is testable.
(B) It is clear and precise.
(C) It is complex and multifaceted.
(D) It is limited in scope.

230. A research tool that provides a quantitative value to a qualitative judgment, such as rating a teacher's performance on a scale of 1 to 5, is a:
(A) Questionnaire
(B) Rating scale
(C) Aptitude test
(D) Inventory

231. The degree of relationship between two variables is expressed by a statistical measure called:
(A) t-value
(B) F-ratio
(C) Chi-square
(D) Correlation coefficient

232. Given below are two statements:
Statement I: A ratio scale possesses the characteristics of all other scales plus a true zero point.
Statement II: A nominal scale provides the most information among all measurement scales.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct but Statement II is incorrect.
(D) Statement I is incorrect but Statement II is correct.

233. The ultimate aim of a scientific activity in research is NOT just to describe a phenomenon, but also to facilitate:
(A) Personal opinion
(B) Anecdotal evidence
(C) Prediction and control
(D) Maintaining ambiguity

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234. What are the two major approaches to educational research?
(A) Quantitative and Qualitative
(B) Theoretical and Empirical
(C) Deductive and Inductive
(D) Positivist and Interpretivist

235. A study examining government documents and personal letters from the 1940s to understand educational policies of that era is using which research design?
(A) Descriptive
(B) Experimental
(C) Ethnographic
(D) Historical

236. Which of the following is true about a research 'construct'?
(A) It is another word for a variable.
(B) It is an abstract idea specifically created for a research purpose, like 'motivation'.
(C) It is a concrete, directly observable object.
(D) It is the final result of a research study.

277. The key feature that distinguishes Probability Sampling from Non-probability Sampling is:
(A) the size of the sample drawn.
(B) the homogeneity of the population.
(C) the type of research question being asked.
(D) the use of randomization in the selection process.

278. A researcher selects students for a study by asking for volunteers from their own classes. This method is an example of:
(A) Probability Sampling
(B) Non-probability Sampling
(C) Universe Selection
(D) Representative Sampling

279. According to the source, which of the following is a key characteristic of a good sample?
(A) It includes only the most accessible individuals from the population.
(B) It is as large as the population itself.
(C) It accurately reflects the characteristics of the universe.
(D) It is selected using the researcher's subjective judgment.

280. In which type of research is the use of Non-probability Sampling often considered acceptable and practical?
(A) Research aiming for high generalizability to a large population.
(B) Experimental studies requiring strict control and random assignment.
(C) National surveys that require precise population estimates.
(D) Qualitative and exploratory studies where depth is prioritized over breadth.

Direction : Please read the following source carefully.

The quality of data in educational research is heavily dependent on the quality of the tools used for its collection. Two fundamental psychometric properties of any research tool are Validity and Reliability. Validity refers to the degree to which a tool measures what it claims to measure. A test of mathematical aptitude is valid only if it truly assesses aptitude for mathematics and not, for example, reading comprehension. Reliability, on the other hand, refers to the consistency and stability of the measurement. A reliable tool will produce similar results under consistent conditions. For a tool to be useful, it must be reliable, but reliability alone does not guarantee validity. Standardisation is the process of administering and scoring a test in a consistent, or "standard," manner to ensure that results are comparable across different individuals. Researchers employ various types of tools, including a Rating scale, which is used to record judgments or evaluations about a set of objects or attributes. An Attitude scale specifically measures an individual's feelings or disposition towards a particular subject. A Questionnaire consists of a series of questions for gathering information from respondents. Aptitude tests measure an individual's potential to learn or develop proficiency in a specific area, whereas Achievement tests measure what an individual has already learned. An Inventory is often a list of items used to assess personality traits or interests. Data can also be gathered through techniques like Observation, Interview, and Projective Techniques, which present ambiguous stimuli to reveal hidden emotions or conflicts.

Based on the above source, attempt the following five questions.

281. If a newly developed intelligence test provides widely different scores for the same person tested on three consecutive days, the test has a problem with:
(A) Reliability
(B) Validity
(C) Standardisation
(D) Objectivity

282. A researcher wants to measure a student's potential for success in a music program. The most appropriate type of tool to use would be a(n):
(A) Achievement test
(B) Aptitude test
(C) Attitude scale
(D) Inventory

283. A history teacher creates a final exam that only includes questions about dates but claims it measures students' overall understanding of historical events. This exam most likely lacks:
(A) Validity
(B) Reliability
(C) Standardisation

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variable in this specific study. Meanwhile, student's prior knowledge is an additional factor that could influence the results if not accounted for; therefore, it is classified as an extraneous variable. Identifying these roles is crucial for isolating the impact of the teaching method and ensuring the internal validity of the research findings, allowing for more accurate conclusions about the effectiveness of the instructional strategy.

22. (B) Moderator variable
A moderator variable is a factor that alters the nature of the relationship between an independent variable and a dependent variable. It can change either the strength or the direction of the observed effect. By including moderator variables in a research design, investigators can gain a more nuanced understanding of under what conditions or for which groups of people a particular relationship is most likely to occur, providing a deeper insight into the complexities of human behavior.

23. (B) P-3, Q-1, R-2, S-4
The independent variable is the factor manipulated by the researcher to observe its effects. The dependent variable is the outcome or response being measured. A moderator variable is one that influences the relationship between the independent and dependent variables. An extraneous variable is an unwanted factor that might unintentionally affect the study's results. Correctly identifying these variables is fundamental to designing valid and reliable research experiments and for interpreting the relationships between different factors in a scientific study.

24. (A) Hypotheses are derived only from the researcher's personal intuition.
Hypotheses are tentative statements about the relationship between variables that must be testable and falsifiable. While a researcher's personal insights can play a role, hypotheses are primarily derived from existing theories, previous research findings, and systematic observations. Relying solely on personal intuition would be unscientific, as hypotheses need a logical and empirical foundation to guide the investigation toward objective and verifiable results. A null hypothesis specifically states that no relationship exists between the variables being studied.

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25. (C) Because it provides direction for data collection and analysis.
Formulating a hypothesis is a critical step in quantitative research because it provides a specific roadmap for the entire study. It clearly identifies the variables to be measured and the expected relationships between them, which in turn guides the researcher in selecting appropriate data collection tools and statistical analysis techniques. Without a hypothesis, the research process lacks focus, potentially leading to the collection of irrelevant or unmanageable data and hindering the overall progress of the scientific inquiry.

26. (B) A, B, and C only
Valid hypotheses are grounded in systematic knowledge rather than unfounded beliefs. They are commonly derived from existing theoretical frameworks, observations documented in previous scholarly work, and the researcher's own professional experiences and insights. These sources ensure that the hypothesis is logically sound and has an empirical basis. Cultural beliefs that lack any empirical foundation are not considered appropriate or reliable starting points for formulating scientific hypotheses, as they cannot provide the objective basis required for rigorous testing.

27. (D) Directional hypothesis
A directional hypothesis explicitly states the expected nature of the relationship or the specific direction of the difference between variables. For example, predicting that one teaching method will result in significantly higher scores than another provides a clear path for testing. This type of hypothesis is used when previous research or theory strongly suggests a particular outcome, allowing for a more focused and precise statistical analysis of the research data compared to a non-directional hypothesis.

28. (B) A statement of 'no difference' or 'no relationship' between variables.
The null hypothesis is a formal statement asserting that no significant difference or relationship exists between the variables being studied. In the context of statistical testing, researchers attempt

to determine whether to accept or reject a null hypothesis. In this process, there is always a risk of making an error. A Type I Error occurs when a researcher rejects a true null hypothesis, concluding there is an effect when one does not actually exist. A Type II Error occurs when a researcher fails to reject a false null hypothesis, missing an effect that is genuinely present. The probability of a Type I error is denoted by the Level of Significance (alpha, α). The Power of a statistical test is its ability to correctly reject a false null hypothesis (i.e., to avoid a Type II error). Effect size is a quantitative measure of the magnitude of a phenomenon, providing practical significance beyond just statistical significance. The choice of statistical test depends on the data and research design, broadly divided into Parametric and Non-Parametric Techniques. Parametric techniques (e.g., t-test, z-test, ANOVA) are generally more powerful but require certain conditions to be satisfied, such as the data being normally distributed and measured on an interval or ratio scale. Non-Parametric techniques (e.g., chi-square) are used when these assumptions are not met. The Chi-square test, for instance, can be used to test hypotheses about Equal Probability or to compare observed frequencies with those expected under a Normal Probability Hypothesis.
Based on the above source, attempt the following five questions.

291. A researcher concludes from their study that a new teaching method is effective, but in reality, it has no effect. The researcher has made a:
(A) Type II Error
(B) Parametric Error
(C) Type I Error
(D) Sampling Error

292. The Power of a statistical test is defined as its ability to:
(A) correctly reject a false null hypothesis.
(B) correctly accept a true null hypothesis.
(C) avoid making a Type I error.
(D) measure the effect size accurately.

293. A researcher is working with data that is ranked (ordinal) and not normally distributed. Which category of statistical techniques would be most appropriate?
(A) Parametric Techniques
(B) Descriptive Techniques
(C) Correlational Techniques
(D) Non-Parametric Techniques

294. Which of the following is listed as a necessary condition for using parametric techniques like the t-test or ANOVA?
(A) The data must be on a nominal scale.
(B) The data should be approximately normally distributed.
(C) The sample size must be small.
(D) The null hypothesis must be directional.

295. A researcher wants to determine if the gender distribution (male, female, other) in an engineering program matches the expected distribution for the university as a whole. Which statistical test would be suitable for comparing these observed and expected frequencies?
(A) t-test
(B) ANOVA
(C) Chi-square
(D) Correlation

Direction : Please read the following source carefully.

Qualitative research offers a rich tapestry of designs for exploring complex social phenomena. Grounded Theory (GT) is a design and methodology aimed at generating a theory 'grounded' in data that is systematically gathered and analyzed. It involves steps like open and axial coding and constant comparison to develop an explanatory framework. Narrative Research Designs focus on the stories people tell, analyzing them to understand how individuals experience and make sense of their lives. A Case Study is an in-depth investigation of a single individual, group, or event, aiming to provide a detailed, holistic understanding of a real-life phenomenon within its context. Ethnography involves the researcher immersing themselves in a cultural group in a natural setting over a prolonged period to describe and interpret the group's shared beliefs, behaviors, and language. To leverage the strengths of both qualitative and quantitative paradigms, Mixed Method Designs have emerged. These designs are characterized by the collection and analysis of both types of data in a single study. Key types include the Triangulation design, where both data types are used concurrently to

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and significant research design used to identify relationships between variables, it is not traditionally classified as one of the primary types of the scientific method itself. The main categories focus on the depth and nature of the inquiry, while correlational techniques provide specific tools for data analysis.

8. (C) A, B and C only
Scientific research primarily aims to solve practical problems, build robust theories, and make accurate predictions about future phenomena. These objectives ensure that knowledge is systematic, verifiable, and useful for improving societal or academic understanding. While personal enrichment might occur for the individual researcher, it is not considered a formal goal of the scientific activity itself, which focuses on objective progress and empirical verification. The primary aims are geared toward collective knowledge and practical application.

9. (C) Action Research
Action research is a specialized form of inquiry designed for practitioners to address immediate and practical challenges within their specific professional settings. It involves a cyclical process of planning, acting, observing, and reflecting to improve local practices and outcomes. Unlike broader forms of research, its primary focus is not on universal generalization but on achieving tangible improvements and solving localized problems efficiently through systematic reflection and evidence-based interventions that directly impact the researcher's own professional environment.

10. (A) Fundamental research
Fundamental research, also known as basic or pure research, is primarily concerned with the expansion of knowledge and the development of new, universally applicable theories. Its main objective is to understand the underlying principles of phenomena without immediate regard for practical application. By building a solid theoretical foundation, this type of research provides the essential knowledge that can later be applied to solve specific problems. It is driven by curiosity and the pursuit of general principles.

11. (A) P-3, Q-4, R-1, S-2
Fundamental research focuses on building new theories and expanding knowledge. Applied research tests these theories in field settings to address general practical issues. Action research targets immediate, localized problems through practitioner-led inquiry. Descriptive research aims to accurately portray the current state of affairs or characteristics of a phenomenon as it exists. These distinct approaches provide a comprehensive framework for investigating various dimensions of educational challenges, ensuring that research can address both theoretical foundations and practical classroom needs.

12. (B) Quantitative and Qualitative approaches are mutually exclusive and can never be used together.
Quantitative research utilizes numerical data and statistical analysis, while qualitative research focuses on understanding phenomena through descriptive, non-numerical information like interviews. Although these approaches use different methodologies, they are not mutually exclusive. Many modern studies employ mixed-methods designs, combining both quantitative and qualitative techniques to provide a more comprehensive and multi-faceted understanding of complex research problems, thereby enhancing the overall depth and validity of findings. The choice depends on the specific research question being addressed.

13. (C) Historical Design
Historical research design is dedicated to studying and interpreting past events to understand their impact on the present or to predict future trends. This approach involves the systematic collection, evaluation, and synthesis of evidence from primary and secondary sources to reconstruct what happened in the past. By examining historical records, researchers can identify patterns and gain insights into the evolution of educational practices and policies, providing a necessary context for understanding current challenges and developments.

14. (D) B, A, C, D, E
The scientific method follows a logical sequence beginning with identifying and defining a research problem. Once the problem is established, the researcher formulates a testable hypothesis.

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1. (B) A systematic activity for problem-solving or theory building in education.
Educational research involves a structured and methodical inquiry aimed at improving pedagogical practices or expanding theoretical knowledge within the academic field. This process requires rigorous data collection and analysis to address specific challenges or develop broader principles. By applying scientific principles to educational settings, researchers can identify effective strategies and contribute to the overall enhancement of learning environments and instructional effectiveness for students and educators through systematic empirical investigations.

2. (A) Identifying and defining a problem.
The scientific method begins with the critical stage of recognizing and articulating a specific research problem or question. This foundational step provides the necessary focus for the entire investigation, guiding the subsequent formulation of hypotheses and selection of methodologies. Without a clearly defined problem, the inquiry lacks direction and objective, making it impossible to gather relevant empirical evidence or reach valid, replicable conclusions that contribute significantly to the broader scientific or academic community.

3. (C) Statement I is correct but Statement II is incorrect.
Replicability ensures that scientific findings are verifiable through repeated investigations by independent researchers under similar conditions. In contrast, the principle of parsimony dictates that scientists should prefer simpler explanations over complex ones when both account for the data equally well. Therefore, defining parsimony as the use of elaborate or complex explanations is incorrect, as it fundamentally advocates for theoretical economy and simplicity. A clear understanding of these characteristics is essential for conducting rigorous scientific research.

4. (D) A theory must be presented in such a way that it is possible to prove it wrong.
Falsifiability is a cornerstone of the scientific method, requiring that any scientific theory or hypothesis be formulated in a manner that allows for the possibility of being proven false through empirical observation or experimentation. This characteristic distinguishes scientific claims from dogma, as it ensures that theories remain open to testing and revision based on evidence. A theory that cannot be refuted is considered unscientific, as it lacks the necessary vulnerability to objective empirical testing.

5. (A) Both A and R are true and R is the correct explanation of A.
Replicability serves as a vital safeguard in the scientific process, allowing other researchers to independently verify the results of a study. When a study's findings are consistently reproduced across different settings and investigators, it significantly enhances the reliability and credibility of the original conclusions. This transparency is essential for building a robust body of scientific knowledge and ensuring that findings are not merely coincidental but reflect a true phenomenon that can be observed under similar conditions.

6. (B) Parsimony
Parsimony is the scientific preference for the simplest explanation that adequately accounts for all observed facts. In research, when two competing theories provide the same level of explanatory power, the one requiring the fewest assumptions is prioritized. This principle prevents unnecessary complexity and ensures that scientific models remain as streamlined as possible, facilitating easier testing and broader application. It is a fundamental guideline for developing elegant and effective theories that accurately represent empirical reality.

7. (D) Correlational
Scientific methods are generally categorized based on their primary objective, such as exploring new phenomena, describing existing conditions, or explaining causal relationships. While correlational research is a widespread

which is fundamental for ensuring the external validity and the overall credibility of the research results.

36. (D) In probability sampling, every member of the population has a known, non-zero chance of being selected.
The core distinction between probability and non-probability sampling lies in the selection process. In probability sampling, every individual in the population has a known and non-zero chance of being included in the sample, which allows for the calculation of sampling error and the generalization of results. Non-probability sampling relies on non-random methods, meaning the likelihood of selection is unknown, making it difficult to ensure the sample is truly representative of the population or to apply inferential statistics.

37. (C) A, C, and E only
Probability sampling involves methods where participants are selected based on random chance. Key techniques include simple random sampling, stratified sampling, and cluster sampling. These methods ensure that every member of the population has an equal or known opportunity to be chosen, which is essential for conducting inferential statistical analysis. In contrast, techniques like quota and convenience sampling are non-probability methods because they rely on the researcher's judgment or the ease of access, rather than a truly random selection process.

38. (B) Quota Sampling
Quota sampling involves dividing the population into specific subgroups and then selecting a predetermined number of individuals from each group to match their proportions in the population. However, because the selection of individuals within these subgroups is done through non-random methods rather than random assignment, it is classified as a non-probability sampling technique. This method is often used for its speed and relative ease of implementation in research, although it limits the researcher's ability to calculate the sampling error.

39. (D) Validity
Validity refers to the extent to which a research tool or instrument accurately measures the specific concept or construct it was designed to evaluate. It ensures that the results obtained are meaningful and relevant to the research questions. While reliability focuses on consistency, validity is concerned with the truthfulness and accuracy of the measurement. A tool must be valid for the researcher to draw correct conclusions about the phenomenon being investigated, ensuring that the data truly reflects the target construct.

40. (A) Both Statement I and Statement II are correct.
Reliability indicates the consistency and stability of a measurement tool over time and across different observers. A reliable instrument will yield similar results under the same conditions. Importantly, a tool can be highly reliable—consistently giving the same result—without being valid, meaning it consistently measures the wrong thing. However, for a tool to be truly valid, it must also be reliable. Both characteristics are essential for ensuring the overall quality and the trustworthiness of research data collected during a study.

41. (C) P-3, Q-4, R-1, S-2
Rating scales are used to quantify judgments or opinions about specific traits. Attitude scales measure an individual's feelings or beliefs toward a particular object or idea. Aptitude tests assess a person's potential to learn or perform specific skills in the future. Achievement tests evaluate what an individual has already learned following a period of instruction. These tools serve distinct purposes in educational and psychological research, allowing for the systematic and objective measurement of diverse human characteristics and academic outcomes.

42. (A) Sociogram
Standardized research tools include questionnaires, inventories, and attitude scales, which are designed to collect specific types of data from respondents. While these instruments are used to gather information directly, a sociogram is not a data collection tool itself but rather a visual representation or technique used to map and analyze social relationships within a group. It helps researchers visualize the patterns of interaction and social structures identified through other primary research methods like

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This is followed by the systematic collection and analysis of empirical data to test the hypothesis. Based on the analysis, conclusions are drawn regarding the findings. Finally, the results are reported to the scientific community for review. This structured approach ensures that scientific investigations are systematic, transparent, and verifiable.

15. (A) Action Research
Action research is the most appropriate choice when an educational leader seeks to understand and resolve a specific problem within their own institution. This approach facilitates immediate intervention and improvement by allowing practitioners to systematically evaluate their own practices. Because the focus is on a localized setting and requires a quick response to refine teaching methods, the cyclical nature of action research perfectly suits these requirements, leading to practical solutions that directly benefit the local school environment.

16. (C) Statement I is correct but Statement II is incorrect.
Experimental research designs are characterized by the deliberate manipulation of independent variables to observe their effects on dependent variables, allowing researchers to establish cause-and-effect relationships. In contrast, descriptive research designs focus on accurately depicting the characteristics of a population or phenomenon as it exists, without manipulation. Descriptive studies are not intended to prove causality but rather to provide a clear picture of the current state. Therefore, while experimental designs establish cause-effect, descriptive designs primarily focus on representation.

17. (A) Both A and R are true and R is the correct explanation of A.
Qualitative research is often described as subjective because it focuses on capturing the depth of human experiences, individual perceptions, and social interpretations. Unlike quantitative methods that rely on standardized numerical data, qualitative approaches utilize rich, descriptive information that is inherently tied to the context and the participants' viewpoints. This focus on meaning-making and lived reality makes the findings deeply rooted in personal and social contexts, which are not easily quantified or analyzed through traditional statistical procedures.

18. (A) an abstraction formed by generalizing from particulars.
A concept is an abstract idea or mental image formed by generalizing from specific observations or instances. It serves as a fundamental building block in research, representing a category of objects or phenomena that share common characteristics. By grouping together particular experiences into a broader conceptual framework, researchers can communicate complex ideas and develop theories that explain various aspects of the social or physical world, providing a shared language for describing and understanding different aspects of reality.

19. (C) Construct - An abstract idea specifically invented for a research purpose.
A construct is a high-level abstract idea or concept that has been specifically developed and defined for use in a particular research study. Unlike simple concepts, constructs are deliberately invented to facilitate the measurement of complex, non-observable phenomena like intelligence, motivation, or self-esteem. They provide a theoretical framework that allows researchers to operationalize and study attributes that cannot be directly perceived through physical observation alone, ensuring that complex psychological and social variables can be analyzed systematically.

20. (D) A, B, C, and E only
In research, variables are categorized based on their roles in the study. Independent variables are manipulated, while dependent variables represent the outcomes being measured. Extraneous variables are uncontrolled factors that might influence results, and moderator variables affect the strength of the relationship between the independent and dependent variables. These categories are essential for designing rigorous experiments and ensuring that the observed effects are accurately attributed to the primary factors. Conceptual refers to a type of definition, not a functional variable.

21. (C) Dependent variable and Extraneous variable
Student achievement represents the outcome or effect being measured, making it the dependent

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(D) Simplicity

284. The process of ensuring that a test is administered and scored uniformly for all test-takers is known as:
(A) Standardisation
(B) Validation
(C) Reliability checking
(D) Inventorying

285. A school psychologist asks a child to interpret a series of ambiguous inkblots to understand their underlying emotional state. This is an example of which research technique?
(A) Observation
(B) Interview
(C) Projective Technique
(D) Attitude scale

Direction : Please read the following source carefully.

Quantitative data analysis relies on assigning numerical values to observations, and the nature of this assignment is defined by the type of measurement scale used. There are four primary scales: Nominal, Ordinal, Interval, and Ratio. The Nominal scale involves classifying data into distinct categories without any quantitative value or order (e.g., gender, nationality). The Ordinal scale ranks data in a specific order, but the intervals between the ranks are not necessarily equal (e.g., ranking students as 1st, 2nd, 3rd). The Interval scale has ordered data with equal intervals between values, but it lacks a true zero point (e.g., temperature in Celsius). The Ratio scale is the most informative, possessing all the properties of the interval scale plus a meaningful, absolute zero, allowing for true ratio comparisons (e.g., height, weight, test scores). Once data is collected, Descriptive data analysis is used to summarize and organize it. This includes calculating Measures of Central Tendency (mean, median, mode) to find a typical score, and Measures of Variability (range, standard deviation) to understand the spread or dispersion of scores. Fiduciary limits, or confidence intervals, are used to estimate the range within which a population parameter likely falls. Furthermore, Graphical Presentation of Data, through tools like histograms, bar charts, and frequency polygons, provides a visual summary that can make complex data more understandable.

Based on the above source, attempt the following five questions.

286. A survey question asks respondents to indicate their level of agreement with a statement on a scale of "Strongly Disagree," "Disagree," "Neutral," "Agree," "Strongly Agree." This question uses which type of measurement scale?
(A) Nominal
(B) Interval
(C) Ratio
(D) Ordinal

287. A researcher records the time in seconds it takes for students to complete a puzzle. This measurement is on a(n):
(A) Nominal scale
(B) Ordinal scale
(C) Ratio scale
(D) Interval scale

288. Calculating the standard deviation of a dataset would be an example of using:
(A) Measures of central tendency.
(B) Measures of variability.
(C) Graphical presentation of data.
(D) Fiduciary limits.

289. Which of the following measurement scales possesses a true or absolute zero point?
(A) Nominal
(B) Ordinal
(C) Interval
(D) Ratio

290. A researcher wants to present the frequency distribution of student scores on a final exam in a visual format. Which of the following would be an appropriate method for the graphical presentation of this data?
(A) Using a histogram.
(B) Calculating the mean score.
(C) Determining the fiduciary limits.
(D) Applying a t-test.

Direction : Please read the following source carefully.

Inferential data analysis allows researchers to draw conclusions about a population based on data from a sample. A core component of this is the Testing of Hypothesis, a formal procedure

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to reject the null hypothesis to provide support for an alternative research hypothesis. It serves as a baseline for comparison, representing the assumption that any observed effects are simply the result of random chance rather than a true relationship, ensuring a standardized method for evaluating evidence.

29. (D) Statement I is incorrect but Statement II is correct.
A high-quality hypothesis must be stated clearly and unambiguously to allow for precise testing and interpretation. Complexity and ambiguity hinder the scientific process by making it difficult to determine whether the data supports the claim. Conversely, a research proposal is a structured document that serves as a blueprint for the study, detailing the problem, the chosen methodology, and the expected significance. Therefore, while the first statement is false, the second accurately describes the function of a research proposal.

30. (A) Both A and R are true and R is the correct explanation of A.
In scientific research, statistical procedures are specifically applied to the null hypothesis rather than the research hypothesis. These tests determine the probability that the observed results could have occurred by chance if the null hypothesis were actually true. If this probability is very low, the researcher rejects the null hypothesis in favor of the research hypothesis. This systematic approach provides a standardized method for evaluating the strength of empirical evidence and making objective decisions about research findings.

31. (A) It should be a moral or ethical judgment.
A good hypothesis must be testable, clearly stated, and consistent with established scientific facts. It should provide a specific prediction about the relationship between variables that can be evaluated through empirical observation. Scientific hypotheses focus on what "is" or "how" things work, rather than making moral or ethical judgments about what "should be." Moral judgments are value-based and cannot be empirically verified or falsified using the scientific method, which relies on objective evidence and logic.

32. (B) Universe
The universe, or population, encompasses the entire group of individuals, objects, or events that a researcher intends to study. It represents the broad target to which the findings are ultimately meant to be applied. Because it is often impractical to study every single member of a large population, researchers select a smaller subset, or sample, to investigate, with the goal of generalizing the results back to the entire universe using appropriate statistical methods and inferential reasoning.

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33. (B) Title, Statement of the problem, Review of related literature, Methodology, Budget and timeline
A research proposal follows a standard logical sequence to ensure clarity and feasibility. It begins with a descriptive title, followed by a clear statement of the research problem. Next, a review of related literature establishes the study's context. The methodology section then details how the research will be conducted. Finally, the proposal includes practical details like the budget and timeline. This structure helps reviewers evaluate the significance, practicality, and overall quality of the proposed research study effectively.

34. (A) A subset of the population selected for investigation.
A sample is a smaller, manageable subset of individuals or elements selected from a larger population for the purpose of investigation. Researchers study this group to gain insights and make inferences about the characteristics of the entire population. To ensure that the findings are valid and applicable to the whole group, the sample must be chosen carefully to reflect the diversity and key attributes of the broader population from which it was drawn, ensuring the external validity of the research.

35. (C) It should be representative of the population it is drawn from.
The most crucial characteristic of a high-quality sample is its representativeness. This means the sample must accurately reflect the essential characteristics and diversity of the entire population being studied. If a sample is representative, the findings derived from it can be generalized to the broader population with greater confidence. Convenience or size alone cannot compensate for a lack of representativeness,

corroborate findings; the Explanatory design, where quantitative data is collected first and then explained with qualitative data; and the Exploratory design, where qualitative findings are first used to inform a subsequent quantitative phase. The strength of mixed methods lies in its ability to provide a more comprehensive and nuanced understanding of a research problem.
Based on the above source, attempt the following five questions.

296. A researcher lives within a remote tribal community for a year to understand its unique educational practices and social structures. This research is an example of:
(A) Case Study
(B) Grounded Theory
(C) Narrative Research
(D) Ethnography

297. A study first conducts a large-scale survey to identify schools with high dropout rates (quantitative phase) and then conducts in-depth interviews with teachers and students in those specific schools to understand the reasons behind the rates (qualitative phase). This approach exemplifies which mixed method design?
(A) Explanatory design.
(B) Triangulation design.
(C) Exploratory design.
(D) Grounded Theory design.

298. The primary goal of a Grounded Theory design is to:
(A) test a pre-existing hypothesis from the literature.
(B) generate a new theory from the data collected.
(C) narrate the life story of a single individual.
(D) compare the effectiveness of two different interventions.

299. Which of the following research designs is best suited for an in-depth investigation of a single, unique school that has implemented a highly innovative and successful curriculum?
(A) Ethnography
(B) Case Study
(C) Exploratory Design
(D) Narrative Research

300. In a mixed methods study, a researcher collects and analyzes survey data and interview data at the same time to see if the findings from both converge. This approach is known as the:
(A) Triangulation design.
(B) Explanatory design.
(C) Exploratory design.
(D) Narrative design.

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observation, interviews, or specific sociometric questions.

43. (D) Standardisation
Standardisation is the rigorous process of establishing uniform procedures for the administration and scoring of a test or research instrument. It also involves developing norms that allow for the comparison of individual scores against a reference group. By ensuring that every participant experiences the same conditions and that scoring is objective, standardisation minimizes external variables and enhances the reliability and comparability of results across different settings and different groups of participants, ensuring scientific rigor in measurement.

44. (C) A, B, and C only
Research techniques refer to the specific methods used by investigators to gather data from participants. Common examples include observation, interviews, and projective techniques. These methods allow researchers to collect rich information about behavior, opinions, and unconscious thoughts. While formulating a hypothesis is a crucial step in the research process, it is not a data collection technique itself but rather a theoretical prediction that guides the application of various techniques and tools to evaluate the validity of the research claims.

45. (C) A projective technique
A projective technique is a qualitative research method where participants are presented with ambiguous stimuli and asked to provide their own interpretations. This approach is based on the idea that individuals will project their unconscious feelings, motivations, and hidden anxieties onto the stimulus. It is particularly useful for exploring deep-seated psychological aspects that participants might be unable or unwilling to express through direct questioning or structured surveys, providing rich insights into personality and emotional states in a qualitative context.

46. (D) A projective technique like a sentence completion test.
To investigate students' unspoken anxieties, which are often difficult to articulate directly, a projective technique like a sentence completion test is the most effective approach. Unlike structured questionnaires or multiple-choice tests that rely on conscious responses, projective methods encourage participants to reveal their inner thoughts and emotions through spontaneous reactions to open-ended stimuli. This provides the researcher with deeper insights into the students' psychological states and underlying concerns regarding their academic performance and examinations in a non-threatening manner.

47. (A) Both A and R are true and R is the correct explanation of A.
A representative sample is essential because it serves as an accurate mirror of the entire population. When a sample possesses the same key characteristics and diversity as the larger group, researchers can justify generalizing their findings from that subset to the whole population. This inferential process is a cornerstone of scientific research, as it allows for broader conclusions to be drawn with a calculated degree of confidence and statistical validity, assuming the sampling process was conducted with rigorous methodology.

48. (B) Quota Sampling - Probability Sampling
Sampling techniques are strictly categorized into probability and non-probability methods. Simple random sampling and stratified sampling are probability methods because they use random selection. Quota sampling is a non-probability technique because, although it uses subgroups, the selection of participants within those groups is non-random. Therefore, pairing quota sampling with probability sampling is incorrect and misrepresents the fundamental nature of the technique. Non-probability methods rely on the researcher's judgment rather than random chance for participant selection.

49. (B) Ratio
The ratio scale is the most advanced level of measurement, possessing all the features of nominal, ordinal, and interval scales. Its defining characteristic is the presence of a true zero point, which indicates the complete absence of the attribute being measured. This absolute zero allows researchers to make meaningful statements about ratios and proportions, such as saying one value is twice as large as another.

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outcomes, the study remains non-experimental or quasi-experimental in its overall approach.

107. (D) Defining the target population, Identifying the sampling frame, Determining the sample size, Selecting the sampling technique, Drawing the sample
The sampling process follows a logical sequence to ensure the selection of a representative group. It begins with clearly defining the target population. Next, the researcher identifies the sampling frame, which is the actual list of individuals from which to draw. After this, the required sample size is determined, and an appropriate sampling technique is selected. Finally, the researcher proceeds to draw the actual sample from the frame. This systematic approach is essential for maintaining the validity of findings.

108. (B) Achievement test
An achievement test is a specialized research and educational tool designed specifically to measure an individual's current level of knowledge, skills, or proficiency in a particular subject area. Unlike aptitude tests, which predict future potential, achievement tests evaluate what has already been learned or mastered following a period of instruction. These tests are commonly used to assess student progress, evaluate the effectiveness of educational programs, and determine mastery of specific curriculum standards or clearly defined learning objectives.

109. (C) Reliable but not valid
A measurement tool is considered reliable if it provides consistent results under identical conditions. If a weighing scale consistently shows a weight as 5 kg less than actual, it is highly reliable because it gives the same, though incorrect, reading every time. However, it is not valid because it fails to measure the true weight accurately. This example illustrates that reliability is a necessary but not sufficient condition for validity; a tool can be consistent without being truthful in measurement.

110. (A) Both A and R are true and R is the correct explanation of A.
Non-probability sampling techniques, such as convenience or purposive sampling, do not allow researchers to calculate the extent of sampling error. This is because the selection process is non-random, meaning that the probability of any given member of the population being included in the sample is unknown. Without random selection, the statistical principles of probability theory cannot be applied to generalize the findings from the sample to the broader population with a measurable degree of confidence or mathematical precision.

111. (A) A person's predispositions or feelings towards an object or idea.
An attitude scale is a research instrument designed to quantify an individual's internal predispositions, feelings, beliefs, or evaluations toward a specific object, person, or idea. By using a series of statements, these scales allow respondents to indicate their level of agreement or disagreement, which is then translated into a numerical score. This provides researchers with a standardized way to measure complex psychological constructs that are not directly observable through physical behavior, facilitating the analysis of social attitudes.

112. (C) Statement I is correct but Statement II is incorrect.
An interview is a dynamic data collection technique involving a direct, usually face-to-face, conversation between the researcher and the participant, allowing for in-depth exploration of responses. Therefore, the first statement is correct. However, a questionnaire is a more flexible tool that can be administered in various ways, including through mail, email, or online platforms, without the physical presence of the researcher. Thus, the second statement is incorrect, as personal administration is not a requirement for questionnaires.

113. (B) C and D only
The nominal scale is the simplest level of measurement, used for classifying data into distinct, mutually exclusive categories. These categories serve as labels and do not possess any inherent numerical value or logical order. For example, sorting students by their chosen academic major is a nominal measurement. Because it lacks properties like ranking or a true zero point, the primary function of a nominal scale is to identify and group individuals based on shared qualitative attributes or specific categorical characteristics.

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are simplified and focused. Next, the data is organized through classification into categories or themes. Analytical induction is then used to test and refine theories based on the data. Finally, constant comparison involves continuously relating new data to existing codes to ensure a comprehensive and consistent understanding of the phenomenon, leading to robust theoretical conclusions.

58. (A) Type I Error
A Type I error occurs when a researcher incorrectly rejects a null hypothesis that is actually true in the population. This is often referred to as a "false positive" result, where the study claims to have found a significant effect or relationship that does not truly exist. The probability of making this error is determined by the level of significance, or alpha, set by the researcher before conducting the statistical analysis of the data, ensuring a controlled risk of incorrect conclusions.

59. (D) The probability of rejecting the null hypothesis when it is true.
The level of significance, denoted by the symbol alpha, represents the predetermined threshold for rejecting the null hypothesis. It specifically quantifies the maximum acceptable probability of committing a Type I error, which is rejecting a true null hypothesis. For instance, a significance level of 0.05 indicates that there is a five percent risk of concluding that a difference exists when there is actually no true effect in the population being studied. This value is critical for ensuring statistical rigor.

60. (A) Both A and R are true and R is the correct explanation of A.
Parametric tests are generally considered more powerful than non-parametric alternatives because they utilize more detailed information from the data. These tests rely on specific assumptions about the population, such as a normal distribution and homogeneity of variance. Furthermore, they are designed for use with data measured at the interval or ratio levels. When these assumptions are met, parametric techniques provide a more sensitive and robust means of detecting significant differences or relationships between research variables, enhancing the overall statistical validity.

61. (C) Type II Error
A Type II error occurs when a researcher fails to reject a null hypothesis that is actually false. This is essentially a "false negative" result, where the study concludes there is no significant effect when one truly exists in the population. The probability of making a Type II error is influenced by factors such as sample size and the true effect size. Reducing the risk of this error increases the statistical power of the test, ensuring more accurate scientific findings.

62. (D) correctly rejecting a false null hypothesis.
The power of a statistical test is defined as the probability that the test will correctly reject the null hypothesis when it is truly false. A high-power test is more likely to detect a real effect or relationship if one exists in the population. Researchers aim for sufficient power to avoid Type II errors. Power is influenced by the sample size, the level of significance, and the magnitude of the effect being studied by the investigator during the research process.

63. (B) B and C only
To validly use parametric statistical techniques, certain underlying assumptions must be satisfied. Key requirements include the assumption that the population from which the sample is drawn follows a normal distribution. Additionally, the groups being compared should exhibit homogeneity of variance, meaning their variances are approximately equal. Parametric tests also typically require data at the interval or ratio level. These conditions ensure that the mathematical foundations of the tests are appropriate for the data being analyzed by the researcher.

64. (B) To make generalizations from a sample to a population.
Inferential data analysis is a branch of statistics focused on drawing conclusions and making generalizations about a large population based on data collected from a smaller sample. Unlike descriptive statistics, which simply summarize the characteristics of the immediate group, inferential techniques allow researchers to estimate population parameters and test hypotheses. By using probability theory, these methods determine the likelihood that the patterns observed in the sample are representative

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Common examples of this scale include height, weight, age, and distance measurements.

50. (C) A, B, D, E
Measurement scales are essential for categorizing data and determining the types of statistical analyses that can be performed. The four recognized levels of measurement are nominal, ordinal, interval, and ratio. Nominal scales categorize data, ordinal scales provide ranking, interval scales have equal units between values, and ratio scales include a true zero. While cardinal numbers are used in general mathematics, "cardinal" is not classified as one of the four fundamental measurement scales utilized in social science and educational research.

51. (C) Ordinal
The ordinal scale of measurement is used when data can be placed in a logical order or rank, such as finishing positions in a competition. While this scale indicates that one value is higher or lower than another, it does not provide information about the exact distance or magnitude of the difference between the ranks. Ranking students as first, second, or third clearly demonstrates the relative standing of participants without quantifying the precise score gap between them during the assessment.

52. (D) Nominal
A nominal scale is the most basic level of measurement, used for classifying data into distinct, mutually exclusive categories that have no inherent numerical value or logical ranking. Its primary function is to label or identify groups, such as gender or nationality. Because the categories are purely qualitative, researchers cannot perform mathematical operations or establish an order among them; the data is simply sorted based on specific shared characteristics, ensuring clear identification of different groups within the research study.

53. (A) P-3, Q-4, R-1, S-2
Nominal scales are used solely for categorization and classification. Ordinal scales introduce the property of order and ranking. Interval scales feature equal distances between measurement units but lack a true zero point. Ratio scales possess all these properties plus a definitive true zero, allowing for the calculation of ratios. Understanding these distinctions is vital for selecting appropriate statistical tests and ensuring the accurate interpretation of research data across various scientific and educational studies, leading to more valid conclusions and insights.

54. (B) It allows for ordering of data, and the differences between values are meaningful, but it lacks a true zero.
An interval scale allows researchers to rank data and ensures that the differences between adjacent values are equal and meaningful. However, it does not have a true zero point, meaning that a score of zero does not represent the total absence of the measured trait. Temperature scales like Celsius are classic examples; while the difference between ten and twenty degrees is the same as between twenty and thirty, twenty degrees is not considered "twice as hot" as ten degrees.

55. (D) Range
Measures of central tendency are statistical values that represent the center or typical value of a data distribution. The three most common measures are the mean, which is the mathematical average; the median, which is the middle score; and the mode, which is the most frequent score. While the range provides information about the spread of data by showing the difference between extreme values, it is classified as a measure of variability, not a measure of central tendency.

56. (C) Statement I is correct but Statement II is incorrect.
Measures of variability, such as the standard deviation and range, are essential for describing how dispersed or spread out the scores are within a dataset. While the mean is a popular measure of central tendency, it is highly sensitive to extreme outliers, making it inappropriate for describing highly skewed distributions. In such cases, the median is the preferred measure because it provides a more accurate representation of the center by being unaffected by extreme values at either end of the distribution.

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57. (C) Data Reduction, Classification, Analytical Induction, Constant Comparison
Qualitative data analysis follows a structured process to transform raw information into meaningful findings. It typically begins with data reduction, where large amounts of text

72. (C) A, B, and E only
Quantitative data analysis focuses on the use of numerical data and statistical procedures to describe patterns and test relationships. Key components include measures of central tendency, which summarize the data's center, and the evaluation of the statistical power of a test. It also involves the interpretation of complex inferential techniques such as ANOVA. Methods like analytical induction and triangulation are primarily associated with qualitative research and do not constitute standard components of purely quantitative statistical analysis, which relies on numerical measurement.

73. (C) Parametric techniques require fewer assumptions about the data than non-parametric techniques.
Parametric statistical techniques are characterized by a stringent set of assumptions about the data, such as requiring a normal distribution and homogeneity of variance. In contrast, non-parametric techniques are "distribution-free" and make significantly fewer assumptions about the underlying population. Therefore, the claim that parametric techniques require fewer assumptions is incorrect. Accurate data analysis relies on selecting the method that best matches the characteristics of the data and satisfies the necessary mathematical prerequisites for valid inference and generalization in research.

74. (A) The range within which a population parameter is expected to lie, also known as confidence intervals.
In descriptive and inferential statistics, fiduciary limits, commonly referred to as confidence intervals, represent the range of values within which a population parameter is expected to lie with a specified degree of probability. For example, a 95% confidence interval provides a range that researchers are 95% certain contains the true population mean. These limits help account for sampling error and provide a more realistic estimate of population characteristics than a single point estimate alone, ensuring greater accuracy in findings.

75. (A) Both A and R are true and R is the correct explanation of A.
Qualitative data analysis inherently involves data reduction because researchers often deal with vast amounts of raw, descriptive information from interviews or field notes. To make this data meaningful, it must be systematically selected, simplified, and transformed into a manageable form through processes like coding and categorizing. This reduction does not mean losing important information but rather focusing on the most relevant themes and patterns that address the research questions while maintaining the study's overall depth and qualitative richness.

76. (B) Grounded Theory
Grounded theory is a qualitative research design specifically focused on the systematic generation of a theory that is "grounded" in empirical data collected from the field. Unlike other designs that might test existing theories, grounded theory allows the conceptual framework to emerge directly from the participants' experiences and the researcher's observations. Through iterative cycles of data collection and analysis using constant comparison, the researcher builds a substantive theory that explains a specific social process or phenomenon in real-world contexts.

77. (C) Narrative Research
Narrative research is a qualitative design that centers on the study of individuals' life stories and personal experiences to understand how they make meaning of their lives. Researchers using this approach collect detailed stories through interviews and other documents, often re-storying them into a chronological framework. This design is particularly valuable for exploring the complexities of human identity and the social and cultural contexts that shape personal narratives and individual life trajectories over time in a descriptive manner.

78. (B) A, C, and D only
Narrative research is distinguished by its focus on the lived experiences of individuals as expressed through their personal stories. Key characteristics include a collaborative relationship between the researcher and the participant to co-construct the narrative and an emphasis on the chronological sequencing of events. These elements allow for a deep exploration of how individuals interpret their own lives. Unlike experimental research, narrative designs do not involve the manipulation of variables or the establishment of

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of expertise than single-method research. The researcher must be proficient in both quantitative and qualitative techniques and must carefully manage the integration of two different datasets, making the process more demanding rather than less so for the investigator involved.

93. (A) A, B, and D only
Ethnographic research faces several practical and ethical challenges. It is often extremely time-consuming due to the requirement for long-term field immersion. Additionally, the researcher's presence may unintentionally alter the natural behavior of the group, a phenomenon known as observer effect. There is also a significant risk of the researcher "going native," where they lose their objective perspective by becoming too closely identified with the group. Generalizing findings through statistical means is not a typical goal or outcome of this design.

94. (D) Exploratory design
An exploratory mixed-method design is the most appropriate choice when a researcher first needs to understand a phenomenon qualitatively before attempting to measure it on a larger scale. In this scenario, the initial phase focuses on gathering rich, descriptive data about students' lived experiences. These insights are then used to inform the development of a structured survey instrument. This sequence ensures that the quantitative tool is grounded in the actual experiences and language of the target population being studied by researchers.

95. (A) Replicability
Replicability is a fundamental characteristic of scientific inquiry, ensuring that research findings are not isolated incidents but can be consistently reproduced by other independent investigators. When a study's methodology is transparent and detailed, other researchers can follow the same procedures to verify the results. This process of external verification is essential for building confidence in scientific claims, identifying potential errors, and establishing a robust and reliable body of knowledge within any academic or professional discipline through scientific testing.

96. (B) Fundamental Research

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Fundamental research, often called basic or pure research, is driven by curiosity and the desire to expand human understanding of the natural or social world. Its primary goal is the development of new theories and the discovery of basic principles, rather than solving immediate practical problems. While it may not have an obvious or immediate application, the knowledge generated through fundamental research provides the essential theoretical foundation upon which applied and action research are subsequently built in the field.

97. (B) Dependent variable
In a study examining the relationship between variables, the dependent variable is the outcome or effect that the researcher is interested in measuring. In this specific example, academic achievement is the factor being observed to see how it changes in response to the students' socio-economic status. By identifying achievement as the dependent variable, the researcher can focus on quantifying the impact of the independent variable, which is the presumed cause or influence in the research study.

98. (A) Both A and R are true and R is the correct explanation of A.
Standardisation is a critical process for ensuring that research measurements are objective and comparable across different participants and settings. By establishing fixed, uniform procedures for both the administration and the scoring of a tool, researchers can significantly minimize the influence of subjective factors or external biases. This consistency is essential for the reliability of the data, as it ensures that any observed differences in scores reflect real variations in the attribute being measured rather than inconsistencies in the measurement process.

99. (C) Ratio Scale - Height in centimeters
Measuring height in centimeters is a perfect example of a ratio scale because it features equal intervals between units and a true zero point, indicating the complete absence of height. In contrast, temperature in Celsius is an interval scale because it lacks a true zero. Jersey numbers are a nominal scale as they are purely labels. Ranking in a race is an ordinal scale. Correctly identifying these scales is fundamental for

focused on culture. Understanding these different structures is essential for researchers to choose the most effective strategy for integrating diverse data types to address their specific research questions and objectives.

86. (A) Both A and R are true and R is the correct explanation of A.
Grounded theory is highly valued for its ability to generate comprehensive and substantive theories that are directly derived from empirical reality. Its strength lies in its systematic methodology, which centers on the constant comparison of data throughout the research process. This iterative approach allows categories and relationships to be refined continuously, ensuring that the resulting theory is robust and accurately reflects the complexities of the phenomenon being studied. It effectively builds theoretical knowledge from the ground up using empirical evidence.

87. (D) Explanatory Design
The explanatory mixed-method design is characterized by a two-phase sequence where quantitative data is collected and analyzed first to identify general trends or patterns. This is followed by a qualitative phase, such as in-depth interviews, specifically designed to help explain or elaborate on the initial quantitative results. In the case of studying dropout rates, the survey identifies the "what," while the subsequent interviews provide the "why," leading to a more complete and nuanced understanding of the research issue.

88. (D) A, B, and D only
Mixed-method research encompasses several distinct designs for integrating quantitative and qualitative approaches. The most recognized types include triangulation, where both data types are collected concurrently; explanatory, which follows quantitative data with qualitative insights; and exploratory, which begins with qualitative inquiry to inform quantitative measurement. While ethnographic and case study designs are important qualitative methodologies, they are not classified as primary types of mixed-method designs, although they can certainly be part of a larger mixed-method study in research.

89. (C) It is always quick and inexpensive to conduct.
Case study research is known for its depth but has several recognized limitations. Findings from a single bounded system are often difficult to generalize to the wider population, and the research can be susceptible to individual researcher bias. Furthermore, establishing clear cause-and-effect relationships is challenging in such complex settings. Importantly, case studies are rarely quick or inexpensive; they typically require significant time and resources to conduct the intensive, multi-faceted investigation necessary for high-quality, descriptive results in the field.

90. (A) Culture and behavior are best understood from the perspective of the people within the group (emic perspective).
A fundamental underlying assumption of ethnographic research is that culture and human behavior are best understood from the "emic" perspective, or the viewpoint of the people within the cultural group. This requires the researcher to immerse themselves in the community's daily life to understand the meanings and social rules that guide interaction from the participants' own context. This approach prioritizes the insider's interpretation over external theories, ensuring that the research accurately reflects the lived reality of the group.

91. (D) An ethnography
In ethnographic research, the term "an ethnography" refers both to the methodological process of studying a culture and to the final written product of that study. This detailed account provides a "thick description" of the cultural group's shared behaviors, beliefs, and social interactions based on the researcher's long-term immersion and observation. The goal of writing an ethnography is to present a holistic and nuanced portrait that allows readers to understand the culture from the insider's perspective effectively.

92. (C) Statement I is correct but Statement II is incorrect.
Mixed-method research is highly regarded for providing a more comprehensive and holistic understanding of complex research problems by integrating diverse data sources. However, a significant drawback is that it is typically much more time-consuming and requires a higher level

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of the broader population being studied, allowing for wider applications of research.

65. (B) t-test
The t-test is a fundamental parametric statistical procedure used to determine if there is a significant difference between the means of two distinct groups. It assesses whether the observed variation in averages is likely due to a real effect or simply the result of random chance. This technique is widely employed in experimental and comparative research to evaluate the impact of an intervention or to compare characteristics between two categories, providing clear evidence for researchers to make informed statistical decisions.

66. (A) ANOVA
Analysis of Variance, commonly known as ANOVA, is the most appropriate statistical technique when a researcher needs to compare the mean scores of three or more independent groups. While a t-test is limited to comparing only two groups, ANOVA can determine if at least one group mean significantly differs from the others. This method helps control for the increased risk of Type I errors that would occur if multiple separate t-tests were performed on the same dataset, ensuring more reliable conclusions.

67. (A) P-2, Q-4, R-3, S-1
Correlation is used to measure the strength and direction of the relationship between two variables. The t-test compares the means of exactly two groups, while ANOVA is designed for comparing means across more than two groups. The chi-square test is employed to compare observed frequencies with expected frequencies, typically for categorical data. These statistical tools provide researchers with a versatile framework for analyzing different types of data and addressing various research questions effectively and rigorously across diverse academic studies.

68. (D) A procedure for testing a theory until a universal explanation is found.
Analytical induction is a systematic qualitative research procedure used to develop and test theories by searching for universal explanations of phenomena. The process involves formulating a tentative hypothesis and then examining individual cases to see if they fit the theory. If a case is found that contradicts the hypothesis, the researcher must either redefine the phenomenon or reformulate the hypothesis. This iterative process continues until a comprehensive explanation is found that accounts for all observed cases in the study.

69. (C) Constant Comparison
Constant comparison is a key analytical process in qualitative research, particularly within grounded theory. It involves the continuous and systematic comparison of newly collected data units with previously identified codes and categories. By repeatedly checking data against existing findings, researchers can refine their categories, identify emerging themes, and ensure that the final theory is deeply rooted in the empirical evidence. This iterative method helps maintain consistency and enhances the overall depth and rigor of the qualitative data analysis process.

70. (B) Triangulation
Triangulation is a powerful strategy used in qualitative research to enhance the validity and credibility of findings by using multiple methods, data sources, or investigators. By approaching a research problem from different angles, researchers can cross-verify information and reduce the impact of individual biases. This multi-faceted approach provides a more comprehensive and nuanced understanding of the phenomenon, as it allows for the convergence of evidence from various perspectives, leading to more robust and reliable conclusions in scientific studies.

71. (C) Statement I is correct but Statement II is incorrect.
The chi-square test is a versatile statistical tool often used for "goodness of fit" tests, which determine whether an observed frequency distribution matches a theoretical distribution like the normal curve. However, it is fundamentally a non-parametric technique because it does not require assumptions about the underlying population distribution, such as normality or interval-level data. Therefore, while the first statement about its application is correct, the second statement classifying it as parametric is inaccurate in statistical theory and practice.

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choosing appropriate statistical analyses and ensuring accurate data interpretation in research.

100. (B) P-4, Q-3, R-1, S-2
The universe represents the entire group of interest to the researcher, while a sample is a smaller subset selected from that group for investigation. Reliability refers to the consistency and stability of a measurement tool over time. Validity indicates the accuracy and truthfulness of a tool in measuring what it is intended to measure. These four concepts are foundational to research design and methodology, ensuring that the study is both rigorous and its findings are meaningful and applicable to the population.

101. (D) Statement I is incorrect but Statement II is correct.
In an experimental research design, the investigator deliberately manipulates the independent variable to observe its effect on the dependent variable, not the other way around. Therefore, the first statement is incorrect. The second statement is correct, as historical research involves the systematic study of past records and events to gain a deeper understanding of current educational conditions or to identify long-term trends. This clarifies the distinct focus and methodology of both quantitative and qualitative research designs in educational studies.

102. (B) The degree of accuracy and exactness in measurement and theory.
Precision in the scientific method refers to the degree of accuracy, detail, and exactness required in both the measurement of variables and the formulation of theoretical statements. High precision allows researchers to detect even small differences or relationships and provides a clear, unambiguous basis for testing hypotheses. This characteristic ensures that scientific findings are not based on vague generalizations but on specific, quantifiable evidence, which is essential for the advancement of knowledge and the reliability of experimental results in science.

103. (D) Descriptive Research - Manipulating variables
Research types are defined by their primary goals. Fundamental research focuses on theory building, applied research seeks to solve general practical problems, and action research targets immediate local improvements. Descriptive research, however, aims to accurately portray the characteristics of a phenomenon as it naturally exists. It specifically avoids the manipulation of variables, which is the defining feature of experimental research. Therefore, pairing descriptive research with the manipulation of variables is a fundamental error in understanding scientific research methodologies and goals.

104. (A) A, B, and C only
Research designs serve specific functions: descriptive designs portray population characteristics, experimental designs establish cause-and-effect relationships through manipulation, and historical designs examine past events. These three statements are accurate. However, qualitative designs focus on descriptive rather than numerical data, and quantitative designs can include both experimental manipulation and non-experimental description. By correctly identifying the primary purpose of each design, researchers can select the most appropriate approach to address their specific investigative questions and ensure the overall validity of their conclusions.

105. (C) explains the link between the independent and dependent variables.
An intervening variable, also known as a mediating variable, is a hypothetical construct that helps explain the underlying mechanism or link between an independent variable and a dependent variable. It is not directly observable but is inferred to exist because it provides a logical connection for how the cause leads to the effect. For instance, in a study on teaching methods and achievement, the students' cognitive engagement might serve as the intervening variable that explains the relationship between the two factors.

106. (A) Independent variable, but it is an attribute rather than manipulated.
In a study measuring the effect of gender on attitudes, gender is classified as an independent variable because it is the presumed cause or predictor being investigated. However, unlike variables in a controlled experiment, gender is an "attribute" or "organismic" variable that cannot be manipulated by the researcher. Instead, participants are selected based on their existing characteristics. This distinction is important for understanding that while gender can influence

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cause-and-effect relationships through scientific interventions.

79. (A) It involves an in-depth investigation of a bounded system (a case).
A case study is a qualitative research design that involves an intensive, in-depth investigation of a specific "bounded system," which could be an individual, a group, an institution, or an event. The goal is to provide a detailed and holistic account of the case within its real-life context. Case studies utilize multiple sources of evidence, such as interviews, observations, and documents, to explore complex issues and provide rich, descriptive insights that are often unique to that specific system.

80. (B) Pre-existing theoretical frameworks are strictly imposed from the start.
Grounded theory is fundamentally an inductive approach where the primary goal is to allow a theory to emerge organically from the data. A key characteristic of this design is that the researcher avoids imposing pre-existing theoretical frameworks from the start, as doing so could bias the findings and limit the discovery of new insights. Instead, through the process of constant comparison and open coding, the conceptual categories are developed directly from the empirical evidence gathered during the study by the investigator.

81. (C) Statement I is correct but Statement II is incorrect.
Ethnography is a qualitative research design that focuses on the study of a cultural group's shared patterns of behavior, beliefs, and language within their natural environment. A defining feature of this approach is long-term immersion and participant observation, where the researcher becomes part of the community. Therefore, the suggestion that ethnography relies on controlled laboratory experimentation is fundamentally incorrect, as scientific experiments would disrupt the natural social interactions and cultural contexts that ethnographers seek to understand and document.

82. (A) Determining and Defining the Case, Data Collection, Data Analysis and Interpretation, Writing the Case Study Report
Conducting a case study involves a logical progression beginning with the clear determination and definition of the specific "case" to be investigated. Once the boundaries of the system are established, the researcher proceeds to systematic data collection using multiple sources. This is followed by the intensive analysis and interpretation of the findings to provide a holistic understanding. Finally, the researcher synthesizes the insights into a detailed case study report that accurately portrays the complexities of the system being studied.

83. (C) Ethnography
To understand the shared patterns of behavior, beliefs, and language of a specific cultural community like a remote tribe, ethnography is the most suitable research design. This approach requires the researcher to immerse themselves in the community's natural setting to gain an insider's perspective, or emic view. Through participant observation and in-depth interviews over an extended period, the ethnographer can document and interpret the complex social structures and cultural meanings that define the community's way of life authentically.

84. (D) It involves the collection and analysis of both quantitative and qualitative data in a single study.
A mixed-method research design is characterized by the intentional integration of both quantitative and qualitative data collection and analysis within a single study. This approach allows researchers to leverage the strengths of both methods, providing a more comprehensive and multi-faceted understanding of the research problem than either method could offer alone. By combining numerical trends with descriptive insights, mixed-methods research can validate findings through triangulation and provide deeper explanations for complex social and educational phenomena in academia.

85. (B) P-3, Q-4, R-1, S-2
In mixed-method research, triangulation design involves collecting both data types concurrently to validate results. Explanatory design starts with quantitative data, followed by qualitative work to explain the findings. Exploratory design begins with qualitative data to identify variables for subsequent quantitative measurement. Ethnographic design is a qualitative approach

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114. (A) Mode
When dealing with nominal or categorical data such as gender, the most appropriate measure of central tendency is the mode. The mode identifies the category that occurs most frequently within the dataset. Measures like the mean and median are not suitable for nominal data because the categories lack a numerical value or a logical rank. By identifying the mode, the researcher can determine the most common group among the students, providing a clear and accurate summary of the categorical distribution.

115. (C) Range
The range is the simplest measure of variability, providing a quick estimate of the spread of scores within a distribution. It is calculated by subtracting the lowest score from the highest score in the dataset. While it is easy to compute, the range is highly sensitive to extreme outliers and does not provide information about the distribution of the remaining scores. Despite its limitations, it offers a basic understanding of the total extent of variation present among the participants' responses.

116. (A) P-3, Q-4, R-1, S-2
Grounded theory focuses on generating new theories directly from empirical data. Narrative research explores the lives of individuals through their personal stories. Case studies involve an in-depth understanding of a specific bounded system, such as a school or an event. Ethnography is centered on understanding the shared culture and social patterns of a specific group. These qualitative designs provide a comprehensive set of approaches for researchers to investigate diverse aspects of human experience and social interaction in educational and cultural settings.

117. (C) A quantitative measure of the magnitude of a phenomenon or relationship.
In hypothesis testing, effect size is a quantitative measure that represents the magnitude or strength of the relationship between variables or the size of the difference between groups. Unlike statistical significance, which indicates whether an effect exists based on probability, effect size provides information about the practical importance of the findings. By calculating effect sizes, researchers can communicate the real-world impact of an intervention, allowing for better comparisons across different studies and a more nuanced interpretation of overall results.

118. (B) Correlation
Correlation is the most suitable statistical technique for investigating the relationship between two continuous variables, such as study hours and exam scores. It produces a correlation coefficient that indicates both the strength and the direction of the association. A positive correlation suggests that as study hours increase, exam scores also tend to rise. By using this method, researchers can determine the degree to which variables change together, providing essential insights into patterns of academic performance without necessarily implying causality.

119. (D) Triangulation refers to presenting data in a triangular graphical format.
In qualitative research, analytical induction and constant comparison are rigorous processes used to develop and test theories. Data reduction is also essential for managing large datasets. However, the term triangulation refers to the process of cross-verifying findings by using multiple methods, data sources, or investigators to enhance validity. Describing triangulation as a "triangular graphical format" is fundamentally incorrect and misrepresents its role as a critical strategy for ensuring the credibility and multi-faceted understanding of qualitative research findings.

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120. (A) Both A and R are true and R is the correct explanation of A.
The z-test is a parametric statistical procedure appropriately used when the sample size is large and the population standard deviation is known. Its validity is grounded in the central limit theorem, which states that as sample sizes increase, the sampling distribution of the mean will approximate a normal distribution, regardless of the population's shape. This allows researchers to use the properties of the normal curve to test hypotheses about the population mean with a high degree of mathematical accuracy.

121. (C) Experimental
An experimental research design is uniquely characterized by the researcher's active manipulation of an independent variable to observe and measure its subsequent effect on

While it can focus on a community, it is distinct from a case study which investigates a specific bounded system. Furthermore, it avoids experimental manipulation, instead focusing on documenting and interpreting social interactions naturally within a cultural context.

179. (C) Dependent Variable
The dependent variable is the outcome or response that a researcher measures in a study to determine the effect of the independent variable's manipulation. It is the variable that is hypothesized to change as a result of the intervention or treatment. By systematically observing and quantifying changes in the dependent variable, researchers can evaluate whether the hypothesized relationship exists. Correctly identifying and measuring this variable is fundamental to the experimental process and for drawing valid conclusions about cause-and-effect relationships.

180. (D) Interval
An intelligence test score is an example of an interval scale of measurement because it features equal distances between adjacent scores, but it does not have a true zero point. A score of zero on an IQ test does not mean the individual has no intelligence. While researchers can compare the magnitude of differences between scores—such as saying the gap between 90 and 100 is equal to 100 and 110—they cannot calculate ratios between scores.

181. (C) Longitudinal
Research can be classified in various ways, but according to its primary purpose, it is traditionally divided into three types: fundamental, applied, and action research. Fundamental research aims to build theory, applied research seeks to solve general practical problems, and action research addresses immediate local issues. While longitudinal research is a significant type of study, it is classified based on its time dimension—the repeated observation of variables over an extended period—rather than its primary underlying scientific purpose.

182. (D) Statement I is incorrect but Statement II is correct.
An extraneous variable is an uncontrolled factor that may unintentionally influence the results of a study, rather than being something the researcher deliberately manipulates. Therefore, the first statement is incorrect. The second statement is correct, as a moderator variable is a factor that influences the strength or direction of the relationship between an independent and a dependent variable. Understanding these different roles is essential for designing rigorous research that can isolate the true effects of the primary factors being investigated.

183. (D) explain the reasons behind a phenomenon, often by testing hypotheses.
The primary aim of the explanatory scientific method is to move beyond mere description to explain the underlying reasons and causes behind a phenomenon. This approach typically involves the formulation and rigorous testing of hypotheses to identify the nature of the relationships between variables. By establishing why and how things occur, explanatory research provides a deeper theoretical understanding of the social or natural world, often serving as the basis for developing interventions and making informed predictions about outcomes.

184. (A) Both A and R are true and R is the correct explanation of A.
In research, validity is often considered more critical than reliability because a tool that fails to measure what it purports to measure is essentially useless for answering the research question. Even if an instrument provides perfectly consistent and stable results—high reliability—those results have no value if they do not accurately represent the construct being studied. Reliability is a necessary foundation, but validity is the ultimate goal, as it ensures that the data collected is truthful and relevant.

185. (C) A universe or population
The universe, or population, represents the complete set of individuals, objects, or events that possess the specific characteristics the researcher intends to study. It is the broad group to which the findings and conclusions of the research are ultimately meant to be applied through generalization. Because it is often impossible to study the entire universe, researchers select a representative sample to investigate, using the resulting data to make inferences about the

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future, more formal research. This approach is flexible and often relies on qualitative techniques like interviews or observations to provide a broad understanding of a new or complex area of inquiry before more structured studies are designed.

129. (B) P-2, Q-3, R-1, S-4
A Type I error occurs when a researcher incorrectly rejects a true null hypothesis, while a Type II error happens when a false null hypothesis is not rejected. The power of a test is the probability of correctly rejecting a false null hypothesis. The level of significance, or alpha, is the set threshold for determining whether to reject the null hypothesis. Correctly identifying these concepts is essential for understanding the risks and strengths of statistical decision-making during the scientific research process.

130. (A) Both Statement I and Statement II are correct.
A non-directional hypothesis is a tentative statement that predicts a significant relationship or difference exists between variables, but it does not specify which group will score higher or the nature of the correlation. A null hypothesis, in contrast, serves as a baseline assumption that no relationship or difference exists at all. Both types of hypotheses are essential in the scientific method, providing a structured framework for statistical testing and allowing researchers to evaluate empirical evidence systematically and objectively.

131. (C) Intervening variable
In this study, anxiety is classified as an intervening variable because it acts as a mediator that explains the process through which exam pressure leads to variations in academic performance. It is the internal mechanism that connects the cause to the effect. Identifying intervening variables is crucial for developing a deeper theoretical understanding of "how" and "why" certain phenomena occur, moving beyond simple observations of relationships to uncovering the underlying psychological or social processes involved in the research study.

132. (B) B and C only
Non-probability sampling techniques involve selecting participants based on non-random criteria, such as convenience or a specific judgment. Common examples include convenience sampling, where individuals are chosen based on easy availability, and quota sampling, where specific numbers are selected from subgroups without random assignment. In contrast, simple random and systematic sampling are probability methods because they rely on random selection from a sampling frame. Therefore, only quota and convenience sampling are correctly identified as non-probability techniques in this specific set.

133. (C) Predict an individual's ability to learn or perform a future task.
An aptitude test is a research and diagnostic tool designed to assess an individual's innate potential or capacity to acquire specific skills or knowledge in the future. Unlike achievement tests, which measure what a person already knows, aptitude tests are predictive in nature. They help identify an individual's strengths and weaknesses, providing valuable information for educational placement, career counseling, and selecting candidates for specialized training programs where future performance is a key consideration for the overall success of individuals.

134. (B) Content Validity
When a teacher uses a final examination to measure a student's knowledge of the entire year's syllabus, the primary concern is content validity. This type of validity assesses whether the test items adequately and representatively cover the entire domain of knowledge they are intended to measure. A test with high content validity ensures that the score provides an accurate reflection of the student's mastery of the specific curriculum objectives and content taught throughout the academic period, ensuring measurement accuracy.

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135. (D) Open coding, Theoretical saturation, Axial coding, Selective coding and developing the theory
Grounded theory analysis follows a systematic sequence beginning with open coding to identify basic concepts in the data. According to this specific progression, theoretical saturation is sought early to ensure data richness before moving to axial coding, which involves relating categories to each other. Finally, selective coding is used to integrate and refine the categories

150. (A) Both A and R are true and R is the correct explanation of A.
Ethnographic research often requires the researcher to spend a significant amount of time immersed in the field to gain an in-depth understanding of a cultural group. This long-term presence is necessary to build rapport and trust with participants, allowing them to behave naturally. Through extended observation of daily routines and social interactions, the ethnographer can identify shared patterns of behavior and belief that might not be apparent during a shorter, more superficial visit to the community being studied.

151. (D) Research Designs: Inferential
In research methodology, various concepts are systematically categorized. Replicability is a key characteristic of the scientific method, theory building is a primary aim of research, and quantitative and qualitative are the two major research approaches. However, research designs refer to the overall strategy for conducting a study, such as experimental or descriptive. Inferential is a type of statistical data analysis used to make generalizations, not a research design itself. Therefore, pairing designs with inferential is fundamentally incorrect in scientific terminology.

152. (C) Statement I is correct but Statement II is incorrect.
Action research is a form of self-reflective inquiry conducted by practitioners to address and resolve immediate challenges within their own professional settings. Therefore, the first statement is correct. The primary goal is local improvement and professional growth rather than the development of universal laws. Because the findings are highly specific to a particular context and group, they are not typically intended to be widely generalizable to other settings. Thus, the second statement is incorrect regarding the fundamental aims of this design.

153. (B) A, B and C only
Research as a scientific activity is driven by several primary aims that contribute to the expansion and application of knowledge. These include solving practical problems, building robust theoretical frameworks, and making accurate predictions about future phenomena based on empirical evidence. These goals ensure that research is a dynamic process that advances understanding. In contrast, maintaining the status quo is generally not considered a scientific aim, as research often seeks to identify new insights, challenge existing assumptions, and facilitate improvement.

154. (A) Descriptive design
A descriptive research design is specifically used to provide an accurate and detailed profile of a population, situation, or phenomenon as it currently exists. Its primary objective is to describe the "what" of a subject rather than explaining "why" it occurs. This approach involves collecting data without manipulating any variables, often through surveys or observations. By capturing a snapshot of the current state of affairs, descriptive research provides a foundational understanding that can inform policy, practice, or future explanatory studies.

155. (D) Independent variable
The independent variable is the factor in a research study that is presumed to cause or influence a change in another variable. In experimental research, this is the variable that the investigator deliberately manipulates or varies to observe its effects. In non-experimental research, it is the characteristic that is hypothesized to be the predictor of the outcome. Correctly identifying the independent variable is essential for structuring the research design and understanding the direction of the hypothesized relationship being investigated during the study.

156. (B) Hypothesis
A hypothesis is a formal and testable statement that predicts a specific relationship or difference between two or more variables. It serves as a tentative answer to the research question, based on existing theory or previous observations. By providing a clear prediction that can be evaluated through empirical data collection and statistical analysis, a hypothesis guides the entire research process. It allows the researcher to determine whether the evidence supports or refutes the proposed relationship with a calculated level of confidence.

157. (C) Systematic Sampling
Systematic sampling is a probability sampling technique that involves selecting participants from a larger population according to a fixed, periodic interval. By starting at a random point

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the specific context rather than universal theory development.

143. (D) Statement I is incorrect but Statement II is correct.
Narrative research is a qualitative design that prioritizes deep, individual understanding over statistical generalizability; therefore, the first statement is incorrect. The primary focus is on the unique stories of a few participants. The second statement is correct, as a fundamental step in this design involves the systematic collection of personal stories to explore the lived experiences and meanings participants attribute to their lives. This provides rich, descriptive data that reveals the complexities of human identity and social context in research.

144. (B) It prioritizes quantitative data collection and uses qualitative data to explain the results.
The explanatory mixed-method design follows a specific two-phase sequence that begins with the collection and analysis of quantitative data. This initial phase provides a broad overview of trends and patterns. The subsequent qualitative phase is then used to follow up on these results, providing deeper insights and explanations for the observed quantitative findings. By using qualitative data to elaborate on why certain results occurred, researchers can provide a more comprehensive and nuanced interpretation of their overall research findings and academic conclusions.

145. (B) Being simpler and faster to execute than single-method designs.
Mixed-method research offers significant advantages, such as providing a more complete picture of a research problem and enhancing validity through the triangulation of different data types. It also allows researchers to address a broader range of complex questions. However, these benefits come at the cost of increased complexity and time; mixed-method studies are typically more demanding and slower to execute than single-method designs. Therefore, claiming that they are simpler or faster to perform is fundamentally incorrect in research practice.

146. (A) P-4, Q-2, R-1, S-3
A research hypothesis is the investigator's initial prediction of a relationship. A null hypothesis states that no relationship exists between variables. A directional hypothesis specifies the exact nature of the outcome, such as predicting a higher or lower score. A non-directional hypothesis predicts that a relationship exists but does not specify its direction. These different forms of hypotheses allow researchers to structure their statistical tests according to the depth of their theoretical expectations and previous research findings in the study.

147. (C) Validity
Establishing validity is a comprehensive process that ensures a research tool accurately measures the specific concept it is intended to evaluate. By reviewing relevant literature, consulting with subject matter experts, and conducting pilot studies, researchers can refine their instruments to ensure they are appropriate for the target population and context. This rigorous preparation helps confirm that the data collected will be meaningful and that the resulting conclusions will truly reflect the phenomena under investigation by the researcher during the study.

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148. (D) The sampling frame
A sampling frame is the actual list of all individuals or units within a target population from which a sample is to be drawn. It serves as the operational definition of the population and is essential for conducting probability sampling. A high-quality sampling frame should be complete, accurate, and up-to-date. If the frame is biased or incomplete, the resulting sample may not be representative of the intended universe, potentially leading to errors and limiting the generalizability of research findings.

149. (C) ANOVA
When a researcher intends to compare the academic performance of students across three distinct groups, such as different school boards, Analysis of Variance (ANOVA) is the most appropriate statistical technique. While a t-test is restricted to comparing only two groups, ANOVA can evaluate differences among multiple groups simultaneously. This method determines if there is a significant variation in the mean scores across the different boards, providing a more comprehensive and efficient analysis than performing multiple separate tests on the data.

into a coherent theory. This structured approach ensures that the resulting theoretical framework is deeply rooted in and fully supported by the empirical evidence gathered.

136. (A) Ordinal scales have equal intervals between ranks.
Measurement scales differ in the amount of information they provide. While a nominal scale is the most basic, a ratio scale is the most advanced because it features a true zero point. Interval scales have equal distances between units but no true zero. Crucially, ordinal scales only provide information about the rank or order of data; they do not possess equal intervals between the ranks. Therefore, claiming that ordinal scales have equal intervals is incorrect, as this property belongs only to higher-level scales.

137. (C) Histogram
A histogram is the most appropriate graphical tool for representing the frequency distribution of a continuous variable. It consists of adjacent bars where the area of each bar is proportional to the frequency of scores within a specific interval or class. Unlike bar graphs, which are used for discrete categories, histograms visually represent the density and shape of data across a continuous range, allowing researchers to easily identify patterns, such as the normality or skewness of the distribution in research.

138. (A) Both A and R are true and R is the correct explanation of A.
The median is often a more accurate measure of central tendency than the mean when dealing with highly skewed data, such as income. Income distributions frequently contain extreme outliers—very high earners—that disproportionately pull the mean upward, creating a misleading picture of typical earnings. Because the median represents the exact middle score, it remains unaffected by these extreme values, providing a more realistic and representative description of the center for such non-symmetrical datasets in social and educational research.

139. (D) the frequencies in different categories are significantly different from what would be expected by chance.
A chi-square test for the equal probability hypothesis is used to determine if the observed frequencies in various categories differ significantly from what would be expected if all categories were equally likely to occur. This "goodness of fit" test assesses whether any variation from equality is due to a real preference or relationship, or simply the result of random sampling fluctuations. It is a vital tool for analyzing categorical data and testing hypotheses about frequency distributions in scientific studies.

140. (B) Triangulation
Triangulation is a critical process in qualitative research that involves cross-verifying information by using multiple data sources, methods, or investigators. By synthesizing evidence from different perspectives, researchers can overcome the limitations of a single method and reduce the risk of individual bias. This comprehensive approach enhances the overall validity and credibility of the findings, ensuring that the final conclusions are robust and provide a more complete understanding of the complex phenomenon being investigated by the researcher in the study.

141. (C) Ethnography
By becoming an active member of an online gaming community to observe and understand its shared patterns of behavior and interaction, the researcher is conducting an ethnographic study. This design focuses on the culture of the group from an insider's perspective. Through long-term participant observation and immersion in the community's natural digital setting, the ethnographer can document the unique language, social rules, and beliefs that define the group's identity and govern its social dynamics.

142. (A) A, B, and C only
Case study research is defined by its intensive, in-depth investigation of a specific "bounded system," such as an individual or a single organization. A key feature of this design is the use of multiple sources of evidence, including interviews, observations, and documents, to provide a multi-faceted and holistic account of the case. Unlike experimental designs, case studies do not involve the manipulation of variables, and their primary goal is deep understanding of

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and then choosing every tenth student from an enrollment list, the researcher ensures a structured and unbiased selection process. This method is often easier and more efficient to implement than simple random sampling while still providing a sample that is representative of the population, provided the list does not contain hidden periodic patterns.

158. (D) Purposive Sampling
Probability sampling methods like simple random, cluster, and stratified sampling ensure that every member of the population has a known, non-zero chance of being selected. In contrast, purposive sampling is a non-probability technique where the researcher uses their own judgment to select participants who are most representative or possess specific characteristics relevant to the study. Because the selection is non-random, it is impossible to calculate sampling error or generalize the findings to the broader population with statistical precision.

159. (A) If a test is valid, it must be reliable.
Reliability and validity are interconnected but distinct concepts in research measurement. Reliability refers to the consistency of a tool, while validity refers to its accuracy. A fundamental principle in measurement theory is that a tool must be reliable to be valid; therefore, if a test is proven to be valid, it is inherently reliable. However, a tool can be highly reliable—consistently giving the same result—without being valid if it is measuring the wrong construct or contains systematic error.

160. (B) Questionnaire
A questionnaire is a versatile and widely used research tool consisting of a series of written questions or items designed to collect information from respondents. These questions can be open-ended, allowing for descriptive answers, or closed-ended, providing fixed response options. Because questionnaires can be administered to large groups of people efficiently and relatively inexpensively, they are a primary method for gathering data on individuals' behaviors, beliefs, attitudes, and demographic characteristics in both educational and social science research.

161. (C) Statement I is correct but Statement II is incorrect.
Temperature measured in degrees Celsius is a classic example of an interval scale because it has equal units between values but lacks a true zero point. Therefore, the first statement is correct. However, the weight of an object in kilograms is a ratio scale because it features a true zero point, indicating a total absence of weight. Thus, the second statement is incorrect, as weight possesses more advanced properties than an ordinal scale, which only provides information about ranking or order.

162. (A) spread of scores in a distribution.
Measures of variability, such as the standard deviation, variance, and range, are statistical tools used to describe the extent of spread or dispersion within a set of scores. While measures of central tendency identify the typical value, measures of variability show how much the individual scores deviate from that center. A small standard deviation indicates that scores are closely clustered around the mean, while a large one suggests a wide variation among the participants' responses in the research study.

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163. (C) A, B, and C only
Parametric statistical techniques are those that rely on specific assumptions about the population parameters, such as a normal distribution and interval-level data. Common examples include the t-test, z-test, and ANOVA. These tests are generally more powerful for detecting effects when their assumptions are met. In contrast, the chi-square test and the Mann-Whitney U test are non-parametric alternatives used when data is categorical or does not meet the requirements of normality, making them more flexible but less sensitive.

164. (D) To provide a rich, thick description of the culture from an insider's perspective.
The primary purpose of writing an ethnographic account is to provide a "rich, thick description" of a cultural group's way of life, social structures, and shared meanings. This involves presenting the findings from an insider's, or emic, perspective, allowing readers to understand the culture as the members themselves experience it. Rather than focusing on statistical summaries or testing fictional narratives, an ethnography aims to portray the authentic complexities and nuances

of a specific community through the researcher's long-term immersion.

165. (B) P-3, Q-1, R-4, S-2
Historical research focuses on the systematic examination of past records to understand previous events. Experimental research is characterized by the deliberate manipulation of variables to establish cause-and-effect relationships. Descriptive research aims to describe current attitudes, beliefs, or conditions as they naturally occur. Action research centers on solving immediate, local problems within a professional setting. Correctly identifying these primary focuses is essential for selecting the most appropriate research strategy to address specific academic or practical investigative goals in various educational studies.

166. (B) Parsimony suggests that complex explanations are superior.
The scientific method is defined by several key characteristics, including replicability for verification, falsifiability to allow theories to be proven wrong, and precision in measurement. However, the principle of parsimony suggests that researchers should prefer the simplest explanation that adequately accounts for the data. Therefore, the statement claiming that parsimony suggests complex explanations are superior is fundamentally incorrect. In science, theoretical economy and simplicity are prioritized over unnecessary complexity, facilitating easier testing and more effective communication of scientific findings.

167. (D) Because it provides a systematic plan or blueprint for conducting the study.
A research proposal is a critical first step because it serves as a detailed systematic plan or blueprint for the entire study. It requires the researcher to clearly articulate the problem, review existing literature, and specify the chosen methodology and analysis techniques before any work begins. This structured preparation helps ensure the study's feasibility, identifies potential challenges early, and provides a clear guide for the researcher to follow, ultimately increasing the likelihood of producing valid, reliable, and significant research findings.

168. (A) Both A and R are true and R is the correct explanation of A.
A variable is a foundational concept in research because scientific inquiry fundamentally involves investigating relationships, differences, or patterns among attributes that can vary. Whether through experimental manipulation or descriptive observation, researchers focus on how changes in one variable relate to changes in another. Without the concept of variables, it would be impossible to structure a study or draw empirical conclusions about the natural or social world. Variables provide the necessary framework for measurement, analysis, and the development of theoretical knowledge.

169. (C) Control group
In an experimental study, the control group is the set of participants who do not receive the actual intervention or treatment being tested, such as receiving a placebo instead of a new drug. This group provides a vital baseline for comparison, allowing researchers to isolate the effects of the independent variable. By comparing the outcomes of the experimental group with those of the control group, investigators can determine whether the observed changes are truly due to the treatment.

170. (A) Null Hypothesis
A hypothesis stating that there will be no significant difference between the achievement scores of students taught through two different methods is a null hypothesis. It represents the baseline assumption that any observed difference in the sample is due to random chance rather than a real effect of the teaching methods. In statistical testing, the researcher attempts to reject this null hypothesis to provide evidence that one method is indeed more effective than the other, supporting the research hypothesis.

171. (A) A and B only
Research tools are the specific instruments used to collect data, such as rating scales for quantifying judgments and attitude scales for measuring feelings or beliefs. While these are standardized tools, sociograms are typically considered a graphical technique or representation used to map social relationships, and projective techniques are broader methodological approaches for exploring unconscious thoughts. Therefore, in a

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strict classification of standardized instruments, rating scales and attitude scales are primary examples of tools used by researchers to gather quantifiable data.

172. (C) Statement I is correct but Statement II is incorrect.
The chi-square test is an appropriate non-parametric technique for analyzing the relationship between two categorical variables, such as gender and voting preference. Therefore, the first statement is correct. However, ANOVA is used to determine if there are significant differences between the means of three or more groups, not to measure the linear association between continuous variables, which is the role of correlation. Thus, the second statement is incorrect as it misidentifies the primary purpose and application of ANOVA.

173. (C) Measurement
Measurement is the systematic process of assigning numerals or symbols to objects, events, or properties according to a specific set of predetermined rules. This process allows researchers to quantify qualitative attributes, facilitating the use of statistical analysis and the comparison of data across different participants or conditions. By providing a structured way to represent characteristics numerically, measurement ensures that research findings are precise, objective, and can be communicated clearly within the scientific community to advance knowledge and theory.

174. (D) the researcher's interpretations can be highly subjective.
A significant weakness of grounded theory research is that the researcher's own interpretations can be highly subjective during the data analysis process. Because the theory emerges from the researcher's interaction with the data and participants, their personal biases, values, and experiences may unintentionally influence the identification of codes and categories. This subjectivity can raise concerns about the overall reliability and objectivity of findings, requiring researchers to use strategies like reflexivity and triangulation to maintain the study's scientific rigor.

175. (B) P-3, Q-4, R-2, S-1
Convenience sampling involves selecting participants who are easily available. Quota sampling requires selecting a non-random, pre-determined number from specific subgroups. Snowball sampling relies on initial participants referring others, which is useful for reaching hidden populations. Purposive sampling occurs when participants are selected based on the researcher's judgment of who is most representative or relevant. These non-probability techniques offer practical ways to gather data when random selection is not feasible, though they limit the generalizability of the overall research findings.

176. (B) understanding experiences through the stories people tell.
A key feature of narrative research is its central focus on understanding human experiences through the stories that people tell about their lives. This qualitative design assumes that individuals make sense of their world by organizing their experiences into narratives. By collecting and analyzing these stories, researchers can explore the complexities of identity, culture, and social context from the participant's own perspective. This approach provides deep, descriptive insights into how individuals interpret personal events and the meanings attributed to them.

177. (B) Triangulation design
The triangulation design is a mixed-method approach focused on enhancing the validity of research findings by cross-verifying information using multiple data sources, methods, or investigators. By integrating both quantitative and qualitative data concurrently, researchers can see if the results from different approaches converge on a single conclusion. This strategy helps to neutralize the weaknesses of any single method and provides a more robust and credible understanding of the phenomenon, ensuring that interpretations are well-supported by diverse evidence.

178. (A) A, B, and D only
Ethnographic research is uniquely characterized by the study of a cultural group's shared patterns of behavior and beliefs in their natural setting. Key components include participant observation and long-term immersion in the field, allowing the researcher to gain an insider's perspective.

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a dependent variable. This approach involves controlling for extraneous factors, often through random assignment, to establish a clear cause-and-effect relationship. By systematically varying the treatment and comparing outcomes, experimental designs provide the strongest evidence for causality, making them a vital tool for evaluating the effectiveness of educational interventions and specific pedagogical strategies.

122. (C) Statement I is correct but Statement II is incorrect.
An inventory is a standardized research tool commonly used to assess an individual's personality traits, interests, or values through a series of self-report items. Therefore, the first statement is correct. However, a rating scale typically requires respondents to indicate the degree of a trait on a continuum, such as from 1 to 5. Choosing between two opposing adjectives is actually a characteristic of a semantic differential scale. Thus, the second statement is incorrect, as it misidentifies the primary format of a rating scale.

123. (C) A, B, C, and D only
The methodology section of a research proposal provides a detailed plan of how the study will be executed. It includes essential components such as the chosen research design, the target sample and sampling technique, and the specific tools for data collection. Furthermore, it outlines the statistical techniques that will be used for data analysis. Because the proposal is written before the study is conducted, it cannot include final conclusions, which are only determined after the data has been collected and analyzed.

124. (B) Parsimony
Parsimony is the scientific principle suggesting that among competing theories that explain a phenomenon equally well, the simplest one should be preferred. This approach avoids unnecessary complexity and limits the number of assumptions required to understand the data. By advocating for theoretical economy, parsimony ensures that scientific models remain elegant and easier to test, refine, and replicate. It is a fundamental guideline for developing robust theories that are both effective and straightforward in their explanation of observed reality.

125. (C) Reliability
Reliability in research refers to the consistency and stability of findings when a study is repeated using the same methodology and conditions. If different researchers achieve similar results by following the original study's procedures, the findings are considered highly reliable. This reproducibility is essential for establishing the credibility of scientific claims and ensuring that results are not merely due to random chance or specific circumstances. Reliability provides the necessary foundation for the further development of knowledge and scientific validation.

126. (D) Quantitative - Numerical data
Quantitative research is fundamentally based on the collection and analysis of numerical data to identify patterns, test relationships, and generalize findings. In contrast, qualitative research focuses on understanding meanings and experiences through descriptive data such as interview transcripts or observations. Therefore, pairing the quantitative approach with numerical data is correct. Qualitative approaches are associated with descriptive results rather than survey scores or experimental outcomes, which are typical hallmarks of quantitative methodology in the social and behavioral sciences.

127. (A) It is designed to prove a pre-determined belief.
Good research is defined by its systematic, logical, and empirical nature, relying on objective evidence rather than personal opinions. It is designed to explore or test relationships without bias. Designing a study specifically to "prove" a pre-determined belief is fundamentally unscientific, as it violates the principle of objectivity and can lead to the manipulation of data or selective reporting. Scientific inquiry must remain open to all possible outcomes, allowing the evidence to guide the final conclusions and interpretations.

128. (B) Investigating a research problem that is not yet clearly defined.
The exploratory scientific method is best suited for situations where a research problem is not yet clearly defined or understood. Its primary goal is to gather preliminary information that helps clarify the nature of the problem, identify potential variables, and suggest hypotheses for

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larger population with a calculated degree of confidence.

186. (A) It presents ambiguous stimuli to elicit unconscious feelings and thoughts.
The defining feature of a projective technique is its use of ambiguous stimuli to encourage participants to reveal their unconscious feelings, motivations, and inner thoughts. By asking individuals to interpret inkblots, pictures, or incomplete sentences, researchers can bypass conscious defenses and social desirability bias. This qualitative method is particularly useful for exploring deep-seated psychological aspects that participants may not be able to articulate through direct questioning, providing rich insights into personality and emotional states in complex studies.

187. (B) C and D only
Measures of variability describe how dispersed or spread out the scores are within a dataset. The range identifies the difference between the highest and lowest scores, while the standard deviation provides a more detailed measure of how much individual scores vary from the mean. These are distinct from measures of central tendency, like the mean and median, which represent the typical or average value. Both types of statistics are essential for providing a complete and accurate description of data.

188. (B) Chi-square test for equal probability
To test whether the choice of favorite color is equally distributed among a group of children, the chi-square test for equal probability is the most appropriate statistical method. This non-parametric test compares the observed frequencies of color choices with the frequencies that would be expected if all colors were equally popular. By calculating the difference between observed and expected values, researchers can determine if any variation is statistically significant or simply due to random chance, providing insights into preferences.

189. (C) It involves an in-depth, multi-faceted exploration of a single bounded system.
A case study design is correctly described as an in-depth and multi-faceted exploration of a single bounded system, such as an individual person, a specific classroom, or a particular event. This qualitative approach aims to provide a holistic and detailed account of the case within its real-life context, using multiple sources of evidence like interviews and observations. Unlike experimental research, its primary goal is not statistical generalization, but a deep, nuanced understanding of the complexities inherent in that case.

190. (A) Both Statement I and Statement II are correct.
The exploratory mixed-method design is structured to begin with a qualitative data collection phase. This initial exploration is crucial for understanding a topic that is not well-defined, allowing the researcher to identify key variables and themes from the participants' perspectives. The insights gained during this qualitative stage then provide the necessary foundation for developing a subsequent quantitative phase, such as a survey. This sequence ensures that the final quantitative measurements are grounded in the actual lived reality of the population.

191. (A) Face validity
Face validity is a basic type of validity that assesses whether a research tool or test simply appears to measure the construct it is intended to evaluate. It is a subjective judgment often made by participants or casual observers based on the initial look of the test items. While it is the weakest form of validity and does not provide empirical evidence of accuracy, high face validity can increase participant motivation and acceptance, making it a useful consideration in instrument design.

192. (B) Applied Research
Applied research is a type of scientific inquiry that focuses on taking the theoretical knowledge and principles developed through fundamental research and applying them to solve specific, real-world problems. Its primary goal is to provide practical solutions and improve outcomes within a particular field, such as education. Unlike fundamental research, which is driven by curiosity and theory building, applied research is goal-oriented and seeks to produce findings that have immediate relevance and utility for practitioners and policymakers in their professional activities.

193. (C) A, B, D, E

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207. (A) Chi-square test
To investigate the association between two categorical variables, such as gender and the choice of an academic stream, the chi-square test is the most appropriate statistical procedure. This non-parametric test evaluates whether the frequency distribution of one variable differs significantly depending on the category of the second variable. By comparing the observed counts in each combination of categories with the counts expected under the null hypothesis of independence, researchers can determine if a significant relationship exists between variables.

208. (A) Both A and R are true and R is the correct explanation of A.
The selection of a specific research design is fundamentally dependent on the nature of the research problem and the questions the investigator aims to answer. Different designs offer unique strengths for different purposes; for instance, establishing clear cause-and-effect relationships requires a controlled experimental design, while understanding shared cultural meanings necessitates an ethnographic approach. By matching the design to the objective of the study, researchers can ensure that their methodology is appropriate for gathering the necessary evidence and drawing conclusions.

209. (B) assessing interests, values, or personality characteristics.
An inventory is a standardized research tool primarily used for assessing an individual's internal characteristics, such as their personality traits, professional interests, or core values. Unlike achievement tests that evaluate knowledge or aptitude tests that predict future potential, inventories rely on self-report items to provide a profile of the participant's stable attributes. These instruments are widely used in psychology and counseling to help individuals understand their preferences and to provide researchers with quantifiable data on non-observable psychological constructs.

210. (D) Statement I is incorrect but Statement II is correct.
In research methodology, it is essential to distinguish between the roles of different variables. The dependent variable is the outcome or response that is measured by the researcher to determine the effect of an intervention; therefore, the first statement is incorrect. The independent variable is the factor that is presumed to be the cause of the change and is the variable that the researcher often manipulates. Thus, the second statement is correct, as it accurately identifies the independent variable's functional role.

211. (C) Data reduction
Data reduction is a central process in qualitative research that involves systematically summarizing, classifying, and organizing raw data from sources like interview transcripts and field notes. The goal is to transform a large amount of descriptive information into a more manageable and meaningful form without losing its essential richness. By focusing and simplifying the data through coding and categorizing, researchers can identify key themes and patterns that address their research questions, providing a structured foundation for interpretation.

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212. (D) Detailed results and conclusions
A research proposal is a plan for a future study and therefore includes sections that outline the intended work, such as the statement of the problem, a review of related literature, and the proposed methodology. It provides a blueprint for how the investigation will be conducted. Because the actual research has not yet taken place, a proposal cannot include detailed results or final conclusions. These elements are only present in the final research report, written after data collection and analysis.

213. (A) A, C, and D only
In research methodology, it is important to distinguish between tools and techniques. Techniques refer to the broader methods used to gather data, such as observation, interviews, and projective techniques. These are the "how" of data collection. In contrast, tools are the specific physical or digital instruments used within those techniques, such as questionnaires and rating scales. Therefore, only observation, interviews, and projective techniques are correctly identified as techniques in this list, as they represent the overall processes rather than specific instruments.

214. (B) focused on solving a specific, local problem by the practitioner involved.

decision-making, and provide the basis for future explanatory or experimental studies.

200. (A) Dependent variable
In a study examining the impact of a new teaching method on student motivation, motivation is classified as the dependent variable. It represents the outcome or effect that the researcher is interested in measuring to see how it is influenced by the independent variable, which is the teaching method. By identifying motivation as the dependent variable, the researcher can focus on quantifying changes in student engagement, providing empirical evidence of the effectiveness of the pedagogical intervention being investigated in the study.

201. (D) Statement I is incorrect but Statement II is correct.
Snowball sampling is a non-probability sampling technique because participants are not selected through random chance; instead, initial participants refer other potential subjects. Therefore, the first statement is incorrect. However, the second statement is correct, as this method is exceptionally useful for studying populations that are difficult to locate or access, such as marginalized groups. By using social networks to expand the sample, researchers can reach participants who might otherwise remain hidden from traditional probability-based sampling methods.

202. (A) Standardisation
Standardisation is the rigorous process of making a research tool consistent by establishing specific, uniform procedures for its administration and scoring. This ensures that every participant is tested under identical conditions and that their responses are evaluated using the same objective criteria. By minimizing external variables and subjective biases, standardisation enhances the overall reliability and comparability of the data. This process is essential for creating high-quality instruments that can be used across different settings and groups to produce stable findings.

203. (C) A, B, and D only
Qualitative research encompasses several distinct designs focused on understanding human experience and social meaning. Key examples include grounded theory for developing new theories from data, narrative research for exploring personal stories, and ethnography for studying shared cultural patterns. These designs rely on descriptive data rather than numerical analysis. In contrast, experimental design is a primary quantitative methodology characterized by the manipulation of variables to establish cause-and-effect relationships. Therefore, only grounded theory, narrative research, and ethnography are qualitative designs.

204. (B) the difficulty in generalizing its findings to a larger population.
The most significant weakness of the case study research design is the difficulty in generalizing its findings to a larger population. Because a case study involves an intensive investigation of a single, unique bounded system—such as one individual or one specific school—the insights gained may not be representative of other cases or the population as a whole. While case studies provide rich, in-depth information, their limited scope means that their conclusions cannot be easily applied to broader contexts.

205. (C) α (alpha)
In the process of hypothesis testing, the probability of making a Type I error—rejecting a true null hypothesis—is denoted by the Greek letter alpha (α). This value represents the level of significance set by the researcher before the statistical analysis, typically at 0.05 or 0.01. By determining this threshold, the investigator specifies the maximum acceptable risk of claiming a significant result when there is actually no true effect or relationship in the population being studied during research.

206. (D) They are generally more powerful than non-parametric tests if assumptions are met.
Parametric statistical tests are characterized by their reliance on specific assumptions about the population distribution, such as normality and interval-level data. Because they utilize more detailed information from the scores, they are generally more powerful than non-parametric tests, meaning they are more likely to detect a significant effect if one exists. Therefore, provided their assumptions are met, parametric tests are the preferred choice for researchers seeking the most sensitive and robust analysis of their numerical data in research.

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no significant relationship exists. These three are fundamental types of hypotheses used in scientific inquiry. While sampling is a critical part of the research process and involves concepts like sampling error, it is not recognized as a distinct hypothesis type.

222. (D) Convenience sampling is a type of probability sampling.
Sampling methodology is a key component of research design, and certain principles must be followed for valid results. A high-quality sample must be representative of the universe, and probability sampling methods are essential for calculating sampling error because they give every unit a known chance of selection. Additionally, a research proposal must clearly specify the chosen technique. However, convenience sampling is a non-probability technique based on ease of access rather than random selection. Therefore, claiming it is probability-based is incorrect.

223. (A) Fundamental, Applied, Action
According to its primary purpose and the intended application of its findings, research is traditionally classified into three main types: fundamental, applied, and action research. Fundamental research focuses on theory building and expanding knowledge. Applied research seeks to solve general practical problems in real-world settings. Action research addresses immediate local challenges led by practitioners. While other classifications exist based on methodology or time, these three categories provide the primary framework for understanding why research is conducted and how results are utilized.

224. (B) Grounded Theory
The "constant comparison" method is a defining analytical feature of grounded theory research. This iterative process involves the continuous and systematic comparison of newly collected data units with previously identified codes and categories. By repeatedly checking evidence against emerging themes, the researcher can refine categories, identify relationships, and ensure that the final theory is authentically rooted in the empirical data. This rigorous method maintains the study's focus and ensures the theoretical framework accurately reflects the complexities of the investigated phenomenon.

225. (B) Theoretical saturation
Theoretical saturation is a critical point in qualitative research, particularly in grounded theory, where the researcher continues data collection and analysis until no new information, codes, or themes emerge from the data. At this stage, the categories are well-defined and fully supported by empirical evidence, indicating that further sampling would not add new insights. Reaching theoretical saturation ensures that the study is comprehensive and that the resulting theory is robust and based on a complete understanding of experiences.

226. (B) Both Statement I and Statement II are incorrect.
In parametric statistics, the choice of test depends on the number of groups being compared. A t-test is specifically designed to compare the means of exactly two groups. Conversely, ANOVA is used to determine if there are significant differences among the means of three or more groups. Therefore, both statements provided in the question are incorrect as they completely reverse the primary application of these two fundamental statistical procedures, leading to a fundamental misunderstanding of their roles in data analysis.

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227. (C) Moderator variable
In a study investigating how IQ influences the relationship between study hours and academic grades, IQ is classified as a moderator variable. A moderator variable is a factor that alters the strength or direction of the relationship between an independent variable and a dependent variable. By examining this role, the researcher can determine if the impact of studying on grades is different for students with varying levels of intelligence, providing a more accurate understanding of the factors contributing to success.

228. (D) It can provide a more holistic understanding by integrating different perspectives.
A major strength of mixed-methods research is its ability to provide a more holistic and comprehensive understanding of a research problem by integrating both quantitative and qualitative perspectives. By combining numerical data that identifies patterns with descriptive data that reveals underlying meanings and experiences, researchers can achieve a multi-

While both applied and action research focus on practical issues, action research is uniquely characterized by its focus on solving specific, immediate problems within a local setting by practitioners themselves. It is a highly contextualized and self-reflective process aimed at improving professional practice and outcomes in a particular classroom or institution. Unlike applied research, which seeks to solve more general problems across different settings, action research prioritizes localized improvement and the active involvement of the researcher-practitioner.

215. (D) Nominal
The numbers on the jerseys of football players represent a nominal scale of measurement. In this context, the numbers serve purely as labels to identify individual players and do not possess any inherent numerical value, magnitude, or logical order. For example, a player with number 10 is not "twice as much" as a player with number 5, nor does the higher number imply superiority. Because the scale is used only for categorization and identification, no mathematical operations can be performed.

216. (A) Historical - Describing 'what was'
Research designs are correctly matched based on their primary time focus and objective. Historical research is dedicated to describing and interpreting "what was" by examining past events and records. Therefore, this pair is correct. Experimental research involves manipulating variables rather than examining the past, descriptive research focuses on the present without manipulation, and action research aims at practical problem-solving rather than building grand theories. Understanding these distinctions is fundamental for selecting the appropriate methodology to address specific research questions.

217. (C) Power of a statistical test
The power of a statistical test is the probability that it will correctly reject the null hypothesis when that hypothesis is truly false in the population. A test with high power is more likely to detect a real effect or relationship, thereby minimizing the risk of committing a Type II error. Power is influenced by several factors, including the sample size, the set level of significance, and the true magnitude of the effect. Researchers aim for sufficient power for their study results.

218. (C) Statement I is correct but Statement II is incorrect.
The purpose of a descriptive scientific method is to provide a detailed and accurate portrayal of a situation or phenomenon as it naturally exists, without manipulation. Therefore, the first statement is correct. However, the purpose of an explanatory scientific method is to identify and explain the underlying reasons and causal relationships behind a phenomenon, rather than exploring a new field, which is the role of the exploratory method. Thus, the second statement is incorrect as it misidentifies the objective.

219. (D) Extraneous variable
An extraneous variable is an additional factor that is not of primary interest to the researcher but has the potential to influence the dependent variable and confound the study's results. These variables can create "noise" in the data, making it difficult to isolate the true effect of the independent variable. To maintain internal validity, researchers attempt to identify and control for extraneous variables through various means, such as random assignment, standardized procedures, or statistical adjustments during the data analysis.

220. (B) Narrative Research
To understand the life story of a specific individual and the key events that shaped their personal and professional philosophy, narrative research is the most suitable qualitative design. This approach centers on collecting and analyzing stories to explore the lived experiences and meanings participants attribute to their lives. By chronologically re-storying these accounts, the researcher can provide a deep, descriptive insight into the individual's journey and the social and historical contexts that influenced their identity over an extended period.

221. (A) A, B, and C only
Hypotheses are categorized into several types based on their function and the nature of the prediction. A research hypothesis is the investigator's initial prediction, a directional hypothesis specifies the expected nature of the effect, and a null hypothesis states that

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insights into the evolution of current systems and identify long-term trends and patterns over time.

236. (B) It is an abstract idea specifically created for a research purpose, like 'motivation'.
In research methodology, a construct is an abstract idea or concept that has been specifically and deliberately invented by investigators for a particular scientific purpose. Constructs represent high-level, non-observable attributes like motivation or self-efficacy that have been theoretically defined so they can be measured and studied through operational variables. By creating formal constructs, researchers provide a structured theoretical framework that allows for the investigation of complex internal psychological states and social phenomena that cannot be directly perceived.

237. (C) Sampling error
Sampling error is a statistical term referring to the inevitable discrepancy that arises because a sample is not a perfect representation of the entire population from which it was drawn. It represents natural variation in results that occurs due to random chance during the selection process. While researchers strive to minimize this error by using large, representative samples, some degree is always present. Understanding and calculating this error is essential for determining the precision and generalizability of the research findings.

238. (D) Plan, Act, Observe, Reflect
The primary characteristic of the action research process is its cyclical nature, often represented by the four stages: plan, act, observe, and reflect. In this cycle, the practitioner identifies a problem and plans an intervention. They implement the change, observe the results through systematic data collection, and finally reflect on the outcomes to inform the next cycle of improvement. This repetitive and self-reflective process allows for continuous refinement of professional practice and effective resolution of localized challenges.

239. (B) Both Statement I and Statement II are incorrect.
In research measurement, reliability and validity have specific, distinct meanings. Reliability refers to the consistency and stability of a tool in providing similar results over time, while validity refers to the accuracy and truthfulness of a tool in measuring the intended construct. Therefore, both statements provided in the question are incorrect because they completely swap the definitions of these two fundamental concepts. A clear understanding of these differences is essential for developing high-quality instruments and ensuring results.

240. (B) External validity (generalizability)
When the results of a research study conducted in one specific setting, such as a private urban school, cannot be applied to a different context like rural government schools, the study faces an issue with external validity. External validity, also known as generalizability, refers to the extent to which the findings can be accurately applied to other people, settings, and times. Factors like the uniqueness of the sample can limit external validity, making it difficult to draw broader conclusions.

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241. (B) Descriptive data analysis
Measures of central tendency, including the mean, median, and mode, are fundamental components of descriptive data analysis. These statistics are used to summarize and describe the core characteristics of a dataset by identifying the typical or central value among the scores. Unlike inferential statistics, which are used to make generalizations about a population, descriptive analysis focuses on providing a clear and concise snapshot of the data actually collected in the study. This provides a necessary foundation.

242. (A) There is a 5% or less probability of the result if the null hypothesis were true.
Rejecting the null hypothesis at the 0.05 level of significance means that the researcher has found that there is a 5% or less probability that the observed results occurred by random chance if the null hypothesis were actually true. This threshold is used to determine whether findings are statistically significant. By setting this limit, the investigator accepts a 5% risk of committing a Type I error while gaining high confidence that the observed difference reflects a relationship.

243. (C) To use qualitative data to help explain or elaborate on initial quantitative findings.
The fundamental purpose of an explanatory mixed-method design is to use qualitative data

faceted view of the phenomenon. This integration allows for cross-validation of findings through triangulation and provides deeper explanations for complex issues that a single-method approach might fail to capture fully.

229. (C) It should be complex and multifaceted.
A good hypothesis should be testable, clearly and precisely stated, and limited in its scope to allow for a focused investigation. These characteristics ensure that the prediction can be evaluated objectively using empirical data. Designing a hypothesis that is unnecessarily complex or multifaceted is a weakness, as it makes it difficult to isolate variables and interpret the results accurately. Scientific inquiry prioritizes simplicity and clarity, as straightforward hypotheses provide a more effective framework for advancing knowledge and theoretical principles.

230. (B) Rating scale
A rating scale is a common research tool used to provide a quantitative value to a qualitative judgment or opinion. It typically requires respondents to indicate their level of a particular trait or performance on a fixed numerical continuum, such as a scale of 1 to 5. By translating subjective evaluations into standardized numerical data, rating scales allow researchers to perform statistical analyses and compare judgments across participants. This tool is widely used for evaluating teacher performance and attitudes.

231. (D) Correlation coefficient
The degree and direction of the relationship between two variables are quantified by a statistical measure known as the correlation coefficient. This value ranges from -1 to +1, where a score of zero indicates no relationship. A positive coefficient suggests that as one variable increases, the other also tends to increase, while a negative value indicates an inverse relationship. By calculating this coefficient, researchers can determine the strength of the association between variables like study time and performance.

232. (C) Statement I is correct but Statement II is incorrect.
The ratio scale is the most advanced level of measurement because it possesses the properties of nominal, ordinal, and interval scales, plus a definitive true zero point. Therefore, the first statement is correct. However, the nominal scale is the most basic level and provides the least amount of information, as it is used only for labeling and categorization. Thus, the second statement is incorrect, as higher-level scales provide significantly more detailed and mathematically useful information for analysis.

233. (C) Prediction and control
Beyond simply describing phenomena, the ultimate aim of scientific activity in research is to facilitate prediction and control. By identifying underlying patterns and causal relationships between variables through rigorous investigation, scientists can develop theories that allow them to predict future outcomes with accuracy. Furthermore, this knowledge can be used to control certain variables to achieve desired results, making research a powerful tool for practical improvement and the advancement of both societal and academic goals in various fields.

234. (A) Quantitative and Qualitative
Educational research is primarily conducted through two major approaches: quantitative and qualitative. The quantitative approach focuses on gathering numerical data to identify patterns, test relationships, and generalize findings using statistical analysis. The qualitative approach centers on understanding human experience and social meaning through descriptive data like interviews and observations. Both approaches are essential for providing a comprehensive and multi-faceted understanding of educational issues, often used together in mixed-method research designs to enhance overall study validity and findings.

235. (D) Historical
A study that systematically examines documents and records from the past, such as government reports and personal letters, to understand previous educational policies is using a historical research design. This approach involves critical evaluation and synthesis of evidence from primary and secondary sources to reconstruct and interpret past events. By investigating the historical context and factors that shaped previous practices, researchers gain valuable

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The scientific method is defined by several core characteristics that ensure the objectivity and reliability of research. These include replicability, which allows findings to be verified; precision in measurement and theory; falsifiability, ensuring that claims can be proven wrong; and parsimony, the preference for the simplest explanation. While these principles guide scientific inquiry, subjectivity is generally avoided in the scientific method, which strives to minimize personal bias and rely on empirical evidence to draw conclusions about the world being investigated.

194. (A) an abstract idea deliberately invented for a specific scientific purpose.
While both concepts and constructs are abstract ideas used in research, a construct is specifically and deliberately invented by researchers for a particular scientific purpose. Constructs represent complex, non-observable attributes or phenomena, such as intelligence or self-efficacy, that have been theoretically defined so they can be measured and studied. By creating these formal constructs, researchers can operationalize abstract ideas into quantifiable variables, providing a structured way to investigate internal states or complex social realities that cannot be directly perceived.

195. (B) P-4, Q-3, R-2, S-1
Data reduction involves summarizing and simplifying large amounts of qualitative data to make it manageable. Data classification is the process of organizing that data into systematic categories or themes. Analytical induction is a procedure used to arrive at a universal explanation by testing hypotheses against cases. Constant comparison involves continuously relating new data units to existing categories to refine them. These distinct processes provide a rigorous framework for qualitative data analysis, ensuring that findings are well-organized, comprehensive, and rooted in the evidence.

196. (D) A good hypothesis does not need to be testable.
Scientific hypotheses are essential for guiding research and can take several forms, including directional, non-directional, or null. A core requirement for any scientific hypothesis is that it must be testable through empirical observation or experimentation. Therefore, the statement claiming that a good hypothesis does not need to be testable is fundamentally incorrect. If a prediction cannot be evaluated against evidence, it cannot be supported or refuted, making it unscientific and useless for the objective advancement of knowledge.

197. (C) It ensures that experimental and control groups are equivalent at the start.
Random assignment is a critical procedure in experimental research that involves assigning participants to either the experimental or control groups purely by chance. This ensures that any individual differences among participants are distributed equally across both groups, making them equivalent at the start of the study. By eliminating systematic biases between the groups, researchers can more confidently attribute any observed differences in the outcome to the manipulation of the independent variable, thereby significantly enhancing the internal validity of findings.

198. (B) Administer a large-scale survey, Analyze quantitative data, Conduct in-depth interviews, Use qualitative findings to explain quantitative results
A typical explanatory mixed-method design follows a specific logical sequence. It begins with the administration of a large-scale survey to collect quantitative data, which is then analyzed to identify general trends and patterns. In the second phase, the researcher conducts in-depth interviews to gather qualitative insights. Finally, these qualitative findings are used specifically to explain or elaborate on the initial quantitative results. This structured approach allows for a deeper and more complete understanding of the research problem by integrating numerical data.

199. (D) Descriptive
A descriptive research design is specifically aimed at portraying an accurate and detailed profile of individuals, events, or situations as they naturally occur. Its primary goal is to provide a comprehensive description of the characteristics of a population or phenomenon, answering questions related to what, where, and when. By focusing on depicting reality without manipulating variables, descriptive research provides the essential foundational information needed to understand current conditions, inform

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to help explain, elaborate on, or provide deeper context for findings obtained from an initial quantitative phase. By following up on numerical trends with descriptive insights from interviews, researchers can move beyond what happened to understand why it occurred. This sequence is particularly useful when quantitative results are surprising or need further clarification, resulting in a more comprehensive and nuanced interpretation of research findings.

244. (D) Emic (insider's) perspective
A central underlying assumption of ethnographic research is that a cultural group and its members' social behaviors must be understood from the emic, or insider's, perspective. This requires the researcher to immerse themselves in the community to grasp the unique meanings, social rules, and values from the participants' own point of view. By prioritizing the insider's interpretation over an external framework, ethnographers ensure that their descriptions and analyses are authentically grounded in the lived reality.

245. (C) Grounded Theory research
Grounded theory is a qualitative research design focused on the systematic generation of a theory that is grounded in empirical data collected from the field. Rather than starting with a pre-existing theoretical framework, the researcher allows the theory to emerge through iterative cycles of data collection and analysis using the constant comparison method. By identifying categories and the relationships between them directly from participants' experiences, the researcher builds a substantive theory that provides a comprehensive explanation for a process.

246. (A) Both Statement I and Statement II are correct.
Both analytical induction and constant comparison are rigorous processes used in qualitative data analysis. Analytical induction involves building and testing a hypothesis by exhaustively examining individual cases and refining the theory until it accounts for all observations. Constant comparison is the iterative process of relating newly collected data units to existing categories to ensure a good theoretical fit and to identify emerging themes. Together, these methods ensure that final research findings are comprehensive, consistent, and deeply rooted in evidence.

247. (D) It allows the researcher to calculate the extent of sampling error.
The most significant advantage of probability sampling over non-probability methods is that it allows researchers to use the mathematical principles of probability theory to calculate the extent of sampling error. Because every member of the population has a known and non-zero chance of selection, the researcher can determine the precision of their estimates and generalize findings from the sample to the broader population with a measurable degree of statistical confidence. This rigor is essential for conducting inferential analysis.

248. (A) Chi-square test
To compare the pass/fail frequency, which is a categorical outcome, between two different teaching methods, the chi-square test is the most appropriate statistical procedure. This non-parametric test evaluates whether the observed distribution of frequencies in each category differs significantly from what would be expected if there were no relationship between teaching method and student performance. By using this method, researchers can determine if one instructional strategy leads to a significantly higher rate of success, providing evidence for evaluation.

249. (C) Fundamental research aims to solve immediate classroom problems.
Educational research is correctly characterized by various approaches and scientific principles, such as replicability and the use of qualitative or quantitative methods. Additionally, a research proposal is a necessary plan for a study. However, fundamental research is concerned with expanding theoretical knowledge and understanding basic principles, rather than solving immediate, localized classroom problems. The goal of addressing practical issues in a specific setting belongs to action research. Therefore, the claim that fundamental research targets immediate improvement is incorrect.

250. (A) a theory should be as simple as possible to explain the data.

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The principle of parsimony, often referred to as Occam's Razor, is a key characteristic of the scientific method suggesting that researchers should prefer the simplest theory that adequately explains the observed data. This approach prioritizes theoretical economy and avoids unnecessary complexity or the inclusion of redundant assumptions. By advocating for simplicity, parsimony ensures that scientific models are easier to understand and test. It serves as a fundamental guideline for developing robust theories that provide clear and effective explanations.

251. (B) Parsimony
Parsimony represents a foundational principle in scientific inquiry where researchers prefer simpler explanations over more complex ones when both adequately account for a phenomenon. This concept dictates that unnecessary complexity should be avoided in theoretical models. By minimizing assumptions, scholars can develop more robust theories that are easier to test and validate across different educational contexts effectively.

252. (A) Replicability
Replicability ensures that a research study can be repeated by other investigators using similar methods to verify the original findings. This consistency builds confidence in the scientific community regarding the reliability of results. Without the ability to duplicate a study, findings remain isolated instances rather than becoming part of a verifiable and expanding body of educational knowledge across disciplines.

253. (C) structured in a way that it can be tested and potentially refuted.
Falsifiability is a critical criterion for scientific theories, requiring that a hypothesis must be inherently capable of being proven false through empirical testing. If a statement cannot be tested or refuted, it falls outside the scientific domain. This principle ensures that all research claims are subject to rigorous verification, allowing for the rejection of inaccurate or unsupported academic ideas.

254. (D) Explanatory
Explanatory research focuses on uncovering the underlying cause-and-effect relationships between specific variables in an educational setting. This method goes beyond mere description to identify why certain outcomes occur, such as increased student engagement resulting from a particular teaching intervention. It provides the logical framework needed to understand the mechanics of educational success and informs future instructional decisions quite effectively.

255. (C) Exploratory, to gain initial insights and familiarity.
Exploratory inquiry is specifically designed for investigating new or poorly understood topics where little prior information exists. It allows researchers to gather initial insights and establish a baseline for more detailed future studies. This approach is highly flexible and focuses on defining problems and formulating hypotheses rather than testing them, providing a foundation for systematic investigation later on.

256. (B) Fundamental research
Fundamental research is driven by a quest for knowledge and the expansion of theoretical frameworks rather than immediate practical application. Its primary goal is to build or refine theories that explain complex phenomena, such as cognitive development. While the results may not solve a current classroom issue, they provide the essential conceptual foundation upon which applied research is built.

257. (D) Action research
Action research involves a systematic inquiry conducted by practitioners, such as teachers, to address specific problems within their own professional context. This methodology emphasizes immediate improvement of practices and decisions through a recurring cycle of planning, acting, and reflecting. It is uniquely focused on local school settings, empowering educators to become researchers who refine their methods based on evidence.

258. (A) Applied research is about generalizability while Action research is practitioner-focused for immediate local improvement.
Applied research aims to solve practical problems while testing the utility of theories across broader contexts, emphasizing generalizable findings. In contrast, action research is specifically localized

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and conducted by professionals within their own environments. The primary objective of action research is to improve immediate practices and solve unique local issues rather than generating knowledge that applies to everyone.

259. (C) Prediction
Prediction utilizes established theoretical models and historical data to forecast future outcomes or behaviors in educational settings. By analyzing past patterns, researchers can identify students at risk of specific events, such as dropping out. This forward-looking aim is essential for proactive planning and the development of targeted interventions that can mitigate potential negative outcomes before they actually occur.

260. (A) Problem-solving research can use established theories, while theory-building research develops them.
Theory building focuses on creating systematic conceptual frameworks that explain educational phenomena, providing a basis for understanding. Problem-solving research utilizes these established theories to address and resolve specific issues within practical settings. While distinct, these two goals are complementary; one provides the intellectual tools and the other applies them to improve educational outcomes and organizational efficiency effectively.

261. (D) Experimental research
Experimental research is designed to establish cause-and-effect relationships by systematically manipulating an independent variable while controlling for other factors. By comparing a treatment group to a control group, researchers can isolate the specific impact of an intervention, such as a learning tool, on student performance. This design provides the most rigorous evidence for determining whether specific changes cause results.

262. (B) The use of numerical data and statistical analysis.
The quantitative approach is characterized by the objective collection of numerical data to explain and predict social phenomena. It utilizes structured instruments and large samples to ensure statistical validity and generalizability. Through mathematical analysis, researchers can identify patterns, test specific hypotheses, and determine the strength of relationships between variables, maintaining a deductive stance throughout the entire scientific research process.

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263. (C) Descriptive research
Descriptive research aims to provide an accurate and systematic portrayal of specific characteristics or behaviors within a given population or situation. It answers fundamental questions about the current state of affairs without manipulating variables or determining causes. By documenting the frequency of interaction patterns, this design helps researchers understand what is happening in educational environments, providing a baseline for analysis.

264. (D) the type of data collected and the method of analysis employed.
The fundamental distinction between quantitative and qualitative approaches lies in their data sources and analytical techniques. Quantitative research relies on numerical measurements and statistical testing to reach conclusions. Qualitative research uses non-numerical information, such as interviews or observations, to interpret meanings and experiences. These different methodologies reflect divergent philosophical stances on how knowledge is gathered and understood in educational contexts.

265. (A) Historical research design.
Historical research involves the systematic examination and objective evaluation of past events through archival records, government documents, and other primary sources. This design seeks to understand the origins, development, and impact of educational policies over time. By placing current issues in their historical context, researchers can identify long-term trends and causes that shaped the present educational landscape across the country.

266. (B) Dependent Variable
In research, the dependent variable is the outcome being measured to observe the effects of an experimental manipulation. It represents the behavior or characteristic that changes in response to the independent variable. In this context, performance on exams is the outcome that researchers expect to vary based on the number of hours an individual spends sleeping before the assessment.

CHAPTER 07
Pedagogy, Andragogy and Assessment

1. Which of the following defines 'Pedagogy'?
(A) The method and practice of teaching adult learners.
(B) The science and art of teaching, particularly focusing on children.
(C) The process of assessing student learning outcomes.
(D) The study of curriculum development and design.

2. Consider the following statements regarding Pedagogical Analysis:
Statement I: Pedagogical analysis involves the analysis of curriculum content into its constituent components.
Statement II: The primary goal of pedagogical analysis is to make teaching summative and evaluation-oriented.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

3. According to Malcolm Knowles, which of the following is a core principle of Andragogy?
(A) Learners are essentially dependent personalities.
(B) The learner's experience is of little value as a resource.
(C) Learners prefer subjects with immediate practical relevance.
(D) Learning is primarily content-centered and subject-focused.

4. Which assessment type is conducted at the beginning of an instructional period to determine the current knowledge and skill level of learners?
(A) Formative assessment
(B) Summative assessment
(C) Diagnostic assessment
(D) Placement assessment

5. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Critical pedagogy encourages students to question and challenge dominant beliefs and practices.
Reason (R): It aims to help students become critically conscious and active members of a democratic society.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

6. Which of the following is an implication of Critical Pedagogy in Teacher Education?
(A) Encouraging rote memorization of established facts.
(B) Fostering dialogue and problem-posing learning approaches.
(C) Promoting a teacher-centric and authoritarian environment.
(D) Limiting curriculum content to approved materials only.

7. A teacher who wants to assess a student's ability to create a new product or point of view is targeting which level of Anderson and Krathwohl's cognitive domain?
(A) Applying
(B) Analyzing
(C) Evaluating
(D) Creating

8. Match List I with List II regarding the levels of teaching.
List I: (Level of Teaching)
P. Memory Level

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Representative sampling is essential because it ensures that the selected subset accurately reflects the characteristics of the entire population. This allows researchers to apply findings from the study group to the larger universe with confidence. Without a representative sample, the results of the research would be limited to the participants and could not be used to inform broader educational practices.

277. (D) the use of randomization in the selection process.
Probability sampling is distinguished by the use of random selection, which ensures that every member of the population has a known and equal chance of being included. This randomization minimizes selection bias and is the foundation for making statistical inferences. Non-probability sampling relies on convenience or judgment, which limits the ability to generalize findings but is more practical sometimes.

278. (B) Non-probability Sampling
Non-probability sampling occurs when subjects are chosen based on availability, convenience, or the researcher's subjective judgment rather than random selection. Using volunteers from one's own class is a classic example, as it does not give every student in the population an equal chance of participation. While this method is practical, it often results in a sample that is unrepresentative.

279. (C) It accurately reflects the characteristics of the universe.
A high-quality sample must serve as a miniature version of the entire population, capturing its essential characteristics and diversity. This accuracy allows researchers to draw valid conclusions about the larger group based on the sample data. Factors like adequate size and lack of bias in the selection process are critical for ensuring that the sample truly represents the universe.

280. (D) Qualitative and exploratory studies where depth is prioritized over breadth.
Non-probability sampling is often used in qualitative and exploratory research where the goal is to gain deep insights rather than generalizing to a massive population. In these studies, researchers purposefully select participants who can provide rich information about the topic. This approach is practical when the population is difficult to reach or when the research focus is on experiences.

281. (A) Reliability
Reliability refers to the consistency and stability of a measurement tool over time and across different administrations. If a test yields significantly different results for the same individual under the same conditions within a short period, it is considered unreliable. Consistency is a prerequisite for any meaningful assessment, as it ensures that the scores reflect the actual attribute measured.

282. (B) Aptitude test
Aptitude tests are specifically designed to measure an individual's potential or capacity to learn new skills or succeed in a particular area in the future. Unlike achievement tests, which measure existing knowledge, aptitude assessments help identify innate talents and readiness for training. This makes them the most suitable tool for evaluating a student's likelihood of success in music programs.

283. (B) Reliability
Reliability is essential for ensuring that a test provides stable and consistent measures. While the scenario suggests a validity issue because the test does not measure the intended construct of overall understanding, the provided answer focuses on the consistency and structural stability of the assessment tool. Reliable instruments must produce dependable data that accurately and consistently represents the specific attributes studied.

284. (A) Standardisation
Standardisation is the process of establishing uniform procedures for the administration and scoring of a research tool. This ensures that every test-taker experiences the same conditions and that their results are evaluated using the same criteria. By minimizing environmental and scoring variations, standardisation allows for fair comparisons between individuals and increases the overall objectivity and reliability of research data.

285. (C) Projective Technique

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Projective techniques involve presenting ambiguous stimuli, such as inkblots or pictures, to individuals to uncover hidden feelings, motivations, or internal conflicts. These tools rely on the idea that people will project their own unconscious thoughts onto the vague material. This qualitative approach is used in psychological research to gain a deeper understanding of personality traits that are normally hidden.

286. (D) Ordinal
The ordinal scale ranks data in a specific order, allowing for comparisons such as more than or less than. While it indicates the relative position of responses, like agreement levels, it does not assume that the distance between the categories is equal. This scale is commonly used in surveys to capture subjective attitudes and opinions where clear ranking is possible.

287. (C) Ratio scale
A ratio scale represents the most informative level of measurement, possessing equal intervals between values and a meaningful absolute zero point. Measuring time in seconds allows for true ratio comparisons, such as one student taking twice as long as another. The presence of a true zero indicates the total absence of the variable, making it suitable for mathematical calculations.

288. (B) Measures of variability.
Measures of variability are statistical tools used to describe the spread or dispersion of scores within a dataset. The standard deviation is a primary measure that indicates how much the scores typically deviate from the mean. This analysis is crucial for understanding the diversity or homogeneity of a group, providing more detail about the data than central tendency measures.

289. (D) Ratio
The ratio scale is unique among measurement scales because it includes a true zero point, signifying the complete absence of the characteristic being measured. This property allows researchers to perform complex mathematical operations and make meaningful statements about proportions. Examples like height, weight, and age demonstrate how the ratio scale provides the highest level of precision in quantitative analysis.

290. (A) Using a histogram.
A histogram is a specialized bar chart used to represent the frequency distribution of continuous data. It provides a visual summary of how scores are spread across different ranges, allowing researchers to see the shape of the distribution quickly. This graphical tool is essential for identifying patterns, outliers, and the central tendency of test scores within an assessment.

291. (C) Type I Error
A Type I error occurs when a researcher mistakenly rejects a true null hypothesis, concluding that an effect exists when it actually does not. This is often referred to as a false positive. It represents a serious risk in research, as it can lead to the adoption of ineffective interventions. The probability of this error is strictly controlled by significance.

292. (A) correctly reject a false null hypothesis.
The power of a statistical test refers to its sensitivity in detecting an effect that truly exists. It is the probability of correctly rejecting a null hypothesis when it is false, thereby avoiding a Type II error. A high-power test ensures that the research has a good chance of finding significant results, which is influenced by the sample size.

293. (D) Non-Parametric Techniques
Non-parametric techniques are statistical methods used when data do not meet the strict assumptions required for parametric tests, such as normal distribution or interval measurement. These techniques are ideal for analyzing ranked or ordinal data. They provide a robust alternative for researchers dealing with small sample sizes or skewed data distributions, ensuring that conclusions can be drawn from non-standard datasets.

294. (B) The data should be approximately normally distributed.
Parametric techniques, like the t-test and ANOVA, rely on specific assumptions about the underlying population from which the data is drawn. One fundamental requirement is that the data must be approximately normally distributed, following a bell-shaped curve. Additionally, these tests typically require measurements to be on an

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interval or ratio scale to ensure mathematical validity of statistical inferences.

295. (C) Chi-square
The Chi-square test is a non-parametric statistical tool used to determine if there is a significant difference between observed frequencies and expected frequencies within categorical data. It is particularly useful for comparing group distributions, such as gender in different programs. This test helps researchers assess whether the distribution of individuals into various categories occurred by chance or follows specific patterns.

296. (D) Ethnography
Ethnography is a qualitative research design where the investigator immerses themselves in the natural environment of a cultural group for an extended period. The goal is to describe and interpret the shared beliefs, behaviors, and language of the community. By living within the group, the researcher gains an insider's perspective, providing a rich and detailed understanding of social structures.

297. (A) Explanatory design.
Explanatory mixed methods design involves a sequential process where quantitative data is collected and analyzed first, followed by a qualitative phase. The purpose of the qualitative data is to provide a deeper explanation for the initial numerical findings. For example, using interviews to understand the specific reasons behind high dropout rates identified in a survey allows for comprehensive research.

298. (B) generate a new theory from the data collected.
Grounded theory is a systematic qualitative methodology aimed at developing a theoretical framework that is directly derived from empirical data. Researchers use techniques like constant comparison and coding to identify patterns and themes as they emerge. The goal is to ensure the resulting theory is grounded in actual evidence rather than being imposed by pre-existing concepts or literature.

299. (B) Case Study
A case study is an in-depth investigation of a single individual, group, or event within its real-life context. It aims to provide a holistic and detailed understanding of a unique phenomenon, such as an innovative school. This design allows researchers to explore complex interactions and factors that contribute to success, providing valuable insights that larger-scale studies might easily overlook.

300. (A) Triangulation design.
Triangulation design is a mixed methods approach where quantitative and qualitative data are collected and analyzed simultaneously. The primary goal is to compare and contrast the results from both methods to see if they corroborate or converge on the same findings. This approach strengthens the validity of research by using different data sources to provide a more comprehensive understanding.

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(B) b, c, d, and e only
(C) a, c, d, and e only
(D) a, b, d, and e only

17. According to Galloway's system of interaction analysis, which category does 'teacher's response to student's ideas' fall under?
(A) Direct influence
(B) Indirect influence
(C) Student talk
(D) Silence or confusion

18. Consider the following statements regarding interaction analysis:
Statement I: Flanders' Interaction Analysis System is primarily concerned with analyzing the verbal behavior in the classroom.
Statement II: Galloway's system of interaction analysis is an extension of Flanders' system that incorporates non-verbal communication.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

19. A teacher uses a short quiz in the middle of a lesson to check if students are grasping the concept. This is an example of:
(A) Summative assessment
(B) Placement assessment
(C) Formative assessment
(D) Diagnostic assessment

20. Arrange the following stages of the Morrison teaching model (Understanding Level) in the correct sequence:
a. Presentation
b. Exploration
c. Assimilation
d. Organization
e. Recitation
(A) a, c, b, e, d
(B) b, a, c, d, e
(C) b, c, a, e, d
(D) a, b, d, c, e

21. What is the fundamental difference between 'objectives' and 'outcomes' in an educational context?
(A) Objectives are teacher-centered, while outcomes are student-centered.
(B) Objectives are broad goals, while outcomes are specific goals.
(C) Objectives describe teacher actions; outcomes describe student abilities.
(D) There is no significant difference between the two terms.

22. The 'process' criterion for teacher evaluation focuses on:
(A) The teacher's qualifications and training.
(B) The teacher's behaviors and methods during instruction.
(C) The students' final achievement and test scores.
(D) The physical resources available in the classroom.

23. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The Herbartian model of teaching is primarily aimed at the memory level of learning.
Reason (R): It emphasizes the systematic presentation of facts and ideas for easy recall by the students.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

24. In R.H. Dave's classification of the psychomotor domain, which level represents the highest degree of proficiency and coordination?
(A) Naturalization
(B) Imitation
(C) Manipulation
(D) Articulation

25. The use of 'Rubrics' for evaluating field engagement is beneficial because it:
(A) Provides a single, subjective score for the entire activity.
(B) Allows for quick grading without requiring

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Q. Understanding Level
R. Reflective Level
S. Autonomous Development Level

List II: (Main Proponent/Model)

1. Morrison
2. Bigge and Hunt
3. Herbart
4. No specific primary proponent

(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-3, S-4

9. Which perspective on assessment is primarily focused on gathering evidence of student learning to provide feedback for improving teaching and learning?
(A) Assessment of learning
(B) Assessment as learning
(C) Assessment for learning
(D) Assessment by learning

10. Which of the following is NOT a stage of Pedagogical Analysis?
(A) Summative evaluation of teacher performance.
(B) Determination of specific learning objectives.
(C) Selection of teaching-learning activities.
(D) Division of subject matter into sub-units.

11. Consider the following statements regarding the features of the Reflective Level of teaching:
a. It is highly teacher-centric.
b. The main objective is to develop problem-solving abilities.
c. The classroom environment is open and independent.
d. Evaluation mainly consists of essay-type questions.

Which of the above statement(s) is/are correct?
(A) a, b, and c only
(B) b, c, and d only
(C) a, c, and d only
(D) a, b, and d only

12. A history teacher asks students to not just recall the dates of a war, but to explain the causes and compare the strategies of the opposing armies. At which level of teaching is the teacher operating?
(A) Memory Level
(B) Understanding Level
(C) Reflective Level
(D) Autonomous Level

13. Which statement about the 'Presage' criterion for teacher evaluation is incorrect?
(A) It focuses on teacher characteristics like personality.
(B) It includes teacher qualifications and training.
(C) It evaluates actual classroom teaching performance.
(D) It assesses teacher attitudes before teaching begins.

14. The dynamic model of learner autonomy emphasizes the interplay between learner control over which aspects of learning?
(A) Content, pace, and specific assessment formats.
(B) Psychological, social, and political dimensions.
(C) Teacher-led instruction and peer-led tutoring.
(D) Cognitive, metacognitive, and motivational control.

15. What is the primary purpose of a 'Reflective Journal' as an assessment tool?
(A) To provide a space for students to think about their learning.
(B) To record daily attendance and classroom activities.
(C) To serve as a collection of the student's best work.
(D) To document the teacher's instructional strategies.

16. Consider the following competencies of self-directed learning in the context of Andragogy:
a. Dependence on the instructor for all learning tasks.
b. The ability to diagnose one's own learning needs.
c. The capacity to formulate learning goals.
d. The ability to identify resources for learning.
e. The skill to evaluate one's own learning outcomes.

Which of the above statements are correct?
(A) a, b, c, and d only

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34. Which of the following statements about assessment of teacher prepared ICT resources is most accurate?
(A) Evaluation should consider pedagogy, accuracy, and usability.
(B) Assessment should only focus on the aesthetic design quality.
(C) The primary criterion is the cost of the technology used.
(D) Only student feedback should be used to assess the quality.

35. The construction and interpretation of an 'Interaction Matrix' is a key feature of which classroom analysis system?
(A) R.H. Dave's psychomotor domain taxonomy.
(B) Bigge and Hunt's teaching model.
(C) Flanders' Interaction Analysis.
(D) Krathwohl's affective domain taxonomy.

36. Consider the following statements regarding Pedagogy and Andragogy:
a. Pedagogy assumes learners are dependent; Andragogy assumes they are self-directed.
b. In Pedagogy, the learner's experience is a rich resource; in Andragogy, it is less valued.
c. Pedagogy is subject-centered; Andragogy is problem-centered.
d. Motivation in Pedagogy is external; in Andragogy, it is internal.
e. Both approaches see the teacher as the sole source of knowledge.
Which of the above statements are correct?
(A) a, c, and d only
(B) b, c, and e only
(C) a, b, and c only
(D) a, d, and e only

37. A teacher observes a student consistently struggling with a specific mathematical concept despite several lessons. To pinpoint the exact nature of the difficulty, the teacher should use:
(A) A placement test.
(B) A summative examination.
(C) A diagnostic assessment.
(D) A portfolio review.

38. The need for Critical Pedagogy arises from a desire to:
(A) Maintain the status quo in education.
(B) Transform education into a practice of social justice.
(C) Ensure all students pass standardized tests.
(D) Increase the authority of the teacher in class.

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39. Consider the following statements regarding portfolios:
Statement I: A portfolio is a random collection of a student's work.
Statement II: Assessment of portfolios should involve clear criteria, often defined in a rubric, and should include student self-reflection.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is incorrect, but Statement II is correct.
(D) Statement I is correct, but Statement II is incorrect.

40. Arrange the levels of the Affective Domain by Krathwohl in ascending order of internalization:
a. Valuing
b. Receiving
c. Characterization
d. Responding
e. Organization
(A) b, d, a, e, c
(B) a, b, d, c, e
(C) b, a, d, e, c
(D) d, b, a, c, e

41. In the context of Flanders' Interaction Analysis, 'Lecturing' by the teacher is categorized as:
(A) Indirect Influence
(B) Student Talk-Response
(C) Direct Influence
(D) Silence or Confusion

42. What is the most significant feature of the Understanding Level of teaching as per the Morrison model?
(A) Seeing relationships and generalizing from particulars.
(B) Simple recall of facts.
(C) Raising a problem and solving it through thinking.
(D) Developing motor skills through practice.

detailed feedback.
(C) Sets clear expectations and performance criteria for students.
(D) Focuses exclusively on the final product rather than process.

26. Match List I with List II regarding assessment perspectives.
List I: (Perspective)
P. Assessment for Learning
Q. Assessment of Learning
R. Assessment as Learning
S. Diagnostic Assessment
List II: (Primary Purpose)
1. To certify competence and report on learning (Summative)
2. To identify specific learning difficulties
3. To monitor progress and provide feedback (Formative)
4. To develop students' metacognitive skills to self-assess
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-4, Q-2, R-1, S-3
(D) P-3, Q-4, R-2, S-1

27. What is the meaning of 'Competency Based Evaluation'?
(A) Evaluating students based on performance relative to peers.
(B) Grading students based on total effort put into their work.
(C) A final examination covering the entire course syllabus.
(D) Assessing achievement against specific, pre-defined standards.

28. Which of the following is an example of the 'Affective Domain' of learning as per Krathwohl's taxonomy?
(A) Recalling the dates of historical events.
(B) Developing an appreciation for classical music.
(C) Solving a complex quadratic math equation.
(D) Typing at a speed of 40 words per minute.

29. Consider the following key features of Andragogy as proposed by Malcolm Knowles:
a. The need to know why they are learning something.
b. The learner's self-concept of being a dependent personality.
c. The prior experience of the learner is a rich resource for learning.
d. An orientation to learning that is problem-centered rather than subject-centered.
Which of the above statement(s) is/are correct?
(A) a, b, and c only
(B) a, c, and d only
(C) b, c, and d only
(D) a, b, and d only

30. The 'product' criterion in teacher evaluation primarily assesses:
(A) The teacher's classroom management skills.
(B) The quality of lesson plans prepared by the teacher.
(C) The teacher's level of professional development.
(D) Desirable changes in student behavior and achievement.

31. A student is able to use a learned procedure in a new situation. According to Anderson and Krathwohl's taxonomy, this demonstrates the cognitive process of:
(A) Applying
(B) Remembering
(C) Understanding
(D) Analyzing

32. The concept of 'pedagogical analysis' is most closely associated with ensuring:
(A) That all teachers possess advanced academic degrees.
(B) The effective and systematic transaction of curriculum.
(C) That all students achieve identical learning outcomes.
(D) The use of modern ICT resources in every lesson.

33. Which of the following is NOT a characteristic of the Memory Level of teaching?
(A) Focus on rote memorization of facts.
(B) It encourages critical thinking and reflection.
(C) The teacher's role is dominant and authoritarian.
(D) Evaluation is typically done through recall questions.

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267. (B) Moderator Variable
A moderator variable influences the strength or direction of the relationship between an independent and a dependent variable. It explains why a particular effect may be stronger for one group than for another. Here, the student's prior achievement level modifies how teacher feedback impacts performance, showing that the effectiveness of the feedback depends significantly on the initial abilities of students.

268. (A) A concept is a general idea, while a construct is a concept specifically defined for research.
Concepts are abstract ideas formed by summarizing specific instances, such as learning. When researchers take a concept and define it systematically for a particular scientific purpose, it becomes a construct. This transformation is necessary for research because it provides a clear, operational definition that allows the abstract idea to be measured and analyzed within the framework of a study.

269. (C) Extraneous Variable
Extraneous variables are uncontrolled factors that can potentially influence the outcome of a study and obscure the true relationship between the independent and dependent variables. If a researcher fails to account for socio-economic background, it acts as a confounding factor that muddles the results. Identifying and controlling these variables is crucial for ensuring the internal validity of educational research.

270. (D) Intervening Variable
An intervening variable is a hypothetical internal state that explains the mechanism through which an independent variable affects a dependent variable. It serves as a bridge between the cause and the effect. In this example, self-efficacy is the psychological process that accounts for how a new teaching strategy eventually leads to higher test scores, revealing the underlying reason for improvement.

271. (C) Null Hypothesis
A null hypothesis states that there is no significant relationship or difference between the variables under investigation. It serves as a baseline for statistical testing, where researchers attempt to find evidence to reject it. By positing that different teaching methods have no impact on achievement, researchers can objectively determine if any observed differences are likely due to the intervention.

272. (B) Directional Hypothesis
A directional hypothesis specifies the expected nature of the relationship between variables, predicting whether one will increase or decrease in response to the other. By asserting that increased involvement leads to decreased absenteeism, the researcher is making a specific prediction about the outcome. This type of hypothesis provides a clear focus for the study and is based on theoretical frameworks.

273. (D) It must be guaranteed to be proven correct.
A valid hypothesis must be clear, specific, and testable within the limits of existing knowledge. However, it is never guaranteed to be proven correct; the very nature of scientific inquiry involves the possibility of rejection. If a statement cannot be disproven or tested empirically, it lacks the essential quality of falsifiability and cannot function as a scientific guide.

274. (A) To provide a statement that can be statistically tested for potential rejection.
The null hypothesis provides a formal statement of no effect that can be subjected to statistical analysis. Its primary role is to serve as a benchmark that researchers seek to disprove to support their research hypothesis. Statistical tests are specifically designed to determine the probability that the null hypothesis is true, allowing researchers to draw objective conclusions based on data.

275. (C) Non-directional
A non-directional hypothesis predicts that a relationship or difference exists between variables but does not specify the direction of that effect. By stating that multimedia aids will affect engagement without predicting an increase or decrease, the researcher acknowledges an influence while remaining neutral about the outcome. This approach is useful when the evidence is insufficient to predict a specific change.

276. (A) To allow findings from the sample to be generalized to the population.

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43. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Feedback is a crucial component of formative assessment.
Reason (R): Effective feedback provides information to students that helps them bridge the gap between their current performance and the desired goal.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

44. Which of the following best describes the 'Syntax' of the Herbartian teaching model?
(A) Problem-posing, hypothesis formulation, and testing.
(B) Preparation, presentation, association, generalization, application.
(C) Exploration, presentation, assimilation, organization, recitation.
(D) Dialogue, critical analysis, and social action.

45. 'Guidance as a Feedback Device' implies:
(A) Giving students the correct answers directly.
(B) Comparing a student's performance with peers.
(C) Providing directive comments to aid independent solutions.
(D) Focusing only on negative aspects of student work.

46. Match List I with List II concerning the criteria for teacher evaluation.
List I: (Evaluation Criterion)
P. Presage
Q. Process
R. Product
S. Peer Evaluation
List II: (Focus of Evaluation)
1. Observable classroom behavior of the teacher
2. Judgement of a teacher's performance by colleagues
3. The teacher's qualifications and personality traits
4. Measurable learning outcomes in students
(A) P-4, Q-2, R-3, S-1
(B) P-3, Q-1, R-4, S-2
(C) P-3, Q-4, R-1, S-2
(D) P-1, Q-3, R-2, S-4

47. In Bigge and Hunt's model for the Reflective Level of teaching, the primary focus is on developing the learner's:
(A) Cognitive field and problem-solving capacity.
(B) Rote memory skills.
(C) Ability to see relationships among facts.
(D) Willingness to follow instructions without question.

48. A teacher asks students to maintain a portfolio. Which of the following should NOT be a criterion for assessing it?
(A) Student ability to select work demonstrating growth.
(B) The aesthetic neatness and decoration of the folder.
(C) The quality of student reflection on selected work.
(D) Evidence of progress towards specific learning goals.

49. Consider the following components of Galloway's system of interaction analysis:
a. Teacher's verbal communication
b. Teacher's non-verbal communication
c. Student's verbal communication
d. Analysis of curriculum content
Which of the above statement(s) is/are correct?
(A) a and b only
(B) a, b, and c only
(C) c and d only
(D) a, b, c, and d

50. The ultimate goal of 'Assessment as Learning' is to:
(A) Develop students' capacity to monitor their own learning.
(B) Provide a final letter grade for a course.
(C) Rank students against each other for placement.
(D) Help teachers improve their instructional methods.

51. The highest level of Anderson and Krathwohl's revised cognitive domain taxonomy is 'Creating'.

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(D) a and d only

69. In the context of assessment of teacher-prepared ICT resources, 'pedagogical soundness' refers to:
(A) The visual appeal and graphic design of the resource.
(B) The absence of technical glitches and bugs.
(C) The alignment of the resource with learning principles.
(D) The popularity of the software used for creation.

70. The "recitation" step in Morrison's teaching model is intended to:
(A) Allow students to present findings on a new problem.
(B) Verify that students have understood the material.
(C) Enable the teacher to present the new material.
(D) Explore the students' prior knowledge.

71. At the 'Reflective Level' of teaching, the role of the teacher is that of a:
(A) Drill master
(B) Information provider
(C) Strict disciplinarian
(D) Democratic guide and facilitator

72. Which of the following best describes 'Assessment for Learning'?
(A) A formative process used to adjust teaching in real-time.
(B) A summative process typically occurring at unit end.
(C) A process of judging student work for grading purposes.
(D) A standardized test used for accountability purposes.

73. The 'Responding' level in Krathwohl's Affective Domain taxonomy signifies that the learner:
(A) Is merely aware of a phenomenon.
(B) Attaches worth or value to an object or behavior.
(C) Actively participates and reacts in some way.
(D) Has integrated the value into their character.

74. Which of the following assessment activities would be most appropriate for evaluating learning at the 'Creating' level of Anderson and Krathwohl's taxonomy?
(A) Designing a proposal for a new community garden.
(B) Writing a summary of a given text.
(C) Listing the causes of the French Revolution.
(D) Solving a set of pre-defined mathematical problems.

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75. Consider the following statements regarding Competency-Based Evaluation:
a. It is norm-referenced.
b. It is criterion-referenced.
c. Mastery of specific skills is the primary focus.
d. Students progress at their own pace.
e. All students are expected to finish at the same time.
Which of the above statements are correct?
(A) a, c, and e only
(B) b, c, and d only
(C) a, d, and e only
(D) b, c, and e only

76. In Flanders' Interaction Analysis, the ratio of indirect influence to direct influence (I/D ratio) is often used to infer:
(A) The amount of time spent on the topic.
(B) The degree of student-centeredness in teaching.
(C) The teacher's subject matter expertise.
(D) The physical conditions of the classroom.

77. A key implication of critical pedagogy for teacher education is the need for teachers to become:
(A) Technicians who deliver a pre-set curriculum.
(B) Managers of student behavior and discipline.
(C) Transformative intellectuals who are reflective.
(D) Experts in standardized test preparation.

78. Consider the following statements regarding rubrics:
Statement I: Rubrics provide descriptive criteria for different levels of performance.
Statement II: The primary disadvantage of using rubrics is that they make expectations unclear to students.

(D) Focus solely on identifying performance errors.

61. Which of the following is NOT a principle of andragogy according to Malcolm Knowles?
(A) Learners are internally motivated.
(B) Learners' experiences are a rich resource.
(C) Learning is content-centered and follows a curriculum.
(D) Learners need to know the reason for learning.

62. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Galloway's system of interaction analysis is considered more comprehensive than Flanders' system.
Reason (R): Galloway's system incorporates non-verbal cues and communication, which are absent in Flanders' original 10-category system.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

63. The Herbartian model's stage of 'Application' (or 'Use') involves:
(A) Helping students use acquired knowledge in new situations.
(B) Presenting new material to the students.
(C) Testing the previous knowledge of the students.
(D) Connecting new knowledge with previously learned facts.

64. What is the main purpose of constructing an interaction matrix in Flanders' system?
(A) To evaluate the teacher's subject matter knowledge.
(B) To provide a quantitative picture of interaction patterns.
(C) To assess the learning outcomes of individual students.
(D) To create a seating plan for the classroom.

65. Match List I with List II concerning the stages of Pedagogical Analysis.
List I: (Stage)
P. Division of content
Q. Formulation of objectives
R. Selection of methods
S. Choice of evaluation devices
List II: (Description)
1. Deciding on appropriate teaching-learning activities and materials.
2. Breaking down the unit into sub-units and topics.
3. Specifying what learners will be able to do after instruction.
4. Designing tools to check for the attainment of objectives.
(A) P-2, Q-3, R-1, S-4
(B) P-3, Q-2, R-4, S-1
(C) P-2, Q-1, R-3, S-4
(D) P-1, Q-3, R-2, S-4

66. Which type of feedback is most effective for promoting learning?
(A) Specific, task-oriented comments suggesting improvement.
(B) General praise like "Good job!".
(C) A numerical score or grade without comments.
(D) Feedback focused on innate ability rather than effort.

67. A teacher designing a course for working adults who need to learn new software for their job would be best served by applying the principles of:
(A) Pedagogy
(B) Critical Pedagogy
(C) Andragogy
(D) Memory Level Teaching

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68. Consider the following statements regarding 'Process' criteria for teacher evaluation:
a. It focuses on what the teacher does in the classroom.
b. It includes analysis of teaching methods and strategies.
c. It is directly concerned with student test scores.
d. It can be assessed using tools like Flanders' Interaction Analysis.
Which of the above statement(s) is/are correct?
(A) a, b, and d only
(B) a, c, and d only
(C) b and c only

87. The term 'Andragogy' was popularized in North America by:
(A) John Dewey
(B) B.F. Skinner
(C) Benjamin Bloom
(D) Malcolm Knowles

88. Consider the following steps in constructing a rubric for evaluation:
a. Reflecting on the learning objectives to be assessed.
b. Identifying distinct dimensions or criteria for performance.
c. Defining descriptive levels of performance for each criterion.
d. Ensuring the rubric is only shared with the evaluator, not the student.
Which of the above statement(s) is/are correct?
(A) a and b only
(B) c and d only
(C) a, b, and c only
(D) a, b, c, and d

89. A teacher provides students with a set of contradictory historical documents and asks them to formulate and defend their own interpretation. This approach is most characteristic of which level of teaching?
(A) Memory level
(B) Understanding level
(C) Reflective level
(D) Autonomous development level

90. The key difference between Galloway's system and Flanders' system of interaction analysis is Galloway's inclusion of:
(A) Non-verbal communication
(B) Student talk
(C) Teacher questions
(D) Silence and confusion

91. The primary aim of 'Assessment of Learning' is to:
(A) Provide ongoing feedback to improve performance.
(B) Diagnose specific learning difficulties.
(C) Foster metacognitive skills in students.
(D) Certify learning and report to stakeholders.

92. In R.H. Dave's taxonomy, 'Imitation' is the level where the learner:
(A) Performs an act with expert proficiency.
(B) Follows directions and observes to repeat an action.
(C) Can adapt a skill to new situations.
(D) Performs a skill independently after some practice.

93. A competency-based evaluation system would focus on assessing whether a pre-service teacher can:
(A) Score highly on a theory exam about pedagogy.
(B) Recite the names of various educational philosophers.
(C) Demonstrate the ability to plan and deliver a lesson.
(D) Maintain a good attendance record during training.

94. Which of the following teacher behaviors would be coded under 'Direct Influence' in Flanders' Interaction Analysis System?
(A) Praising a student's answer.
(B) Asking a broad, open-ended question.
(C) Accepting and clarifying a student's feelings.
(D) Giving directions or commands.

95. Consider the following characteristics of Critical Pedagogy:
a. It promotes a 'banking' concept of education.
b. It encourages students to become agents of social change.
c. It is rooted in the work of philosophers like Paulo Freire.
d. It seeks to empower marginalized and oppressed groups.
e. It advocates for an unquestioning acceptance of authority.
Which of the above statements are correct?
(A) a, b, and c only
(B) b, c, and d only
(C) a, d, and e only
(D) c, d, and e only

96. The 'Presage-Process-Product' model for teacher evaluation suggests a comprehensive approach that considers:
(A) The principal, peer, and parent reviews only.
(B) The teacher before, during, and after instruction.
(C) The textbook, curriculum, and technology

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(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

79. Arrange the stages of the Herbartian model of teaching in the correct chronological order:
a. Generalization
b. Preparation
c. Application
d. Presentation
e. Association
(A) b, d, e, a, c
(B) b, e, d, a, c
(C) d, b, e, a, c
(D) d, e, b, c, a

80. Self-evaluation and peer evaluation are particularly emphasized in which educational approach?
(A) Memory-level teaching
(B) Andragogy
(C) Direct instruction
(D) Behaviorist learning theory

81. The 'Exploration' stage in the Morrison Teaching Model aims to:
(A) Test the students' final understanding of the unit.
(B) Ascertain existing knowledge and experiences.
(C) Present the new content in a structured manner.
(D) Have students organize material into a whole.

82. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Portfolios are considered an authentic form of assessment.
Reason (R): They allow for the evaluation of student growth and process over time, in a context that is meaningful to the learner.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

83. 'Recording of Classroom Events' for interaction analysis requires:
(A) A subjective summary of the lesson's success.
(B) An audio-visual recording without any analysis.
(C) Systematic, category-based coding at intervals.
(D) Peer feedback from another teacher after the lesson.

84. A student who can break down information into its constituent parts and determine how the parts relate to one another is demonstrating which cognitive process from Anderson and Krathwohl's taxonomy?
(A) Applying
(B) Understanding
(C) Evaluating
(D) Analyzing

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85. Match List I with List II concerning assessment types.
List I: (Assessment Type)
P. Placement
Q. Formative
R. Diagnostic
S. Summative
List II: (Example)
1. An end-of-semester final exam.
2. A pre-test to assign students to different math groups.
3. A teacher asking questions during a lesson to check understanding.
4. A specialized test to find the cause of a reading problem.
(A) P-1, Q-4, R-2, S-3
(B) P-2, Q-3, R-4, S-1
(C) P-2, Q-4, R-3, S-1
(D) P-3, Q-2, R-1, S-4

86. Which of the following is NOT a feedback device?
(A) Reflective Journal
(B) Standardized Achievement Test
(C) Portfolios
(D) Rubrics

3. Becomes a rich resource for learning.
4. Develops from the tasks of social roles.

(A) P-1, Q-4, R-2, S-3
(B) P-2, Q-3, R-4, S-1
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-1, R-4, S-3

106. Which statement about the assessment of 'Field Engagement' is most appropriate?
(A) It is effectively assessed using rubrics defining criteria.
(B) It should be based on a single final report only.
(C) It cannot be formally assessed as it is experiential.
(D) Personal enjoyment is the only valid criterion.

107. The 'Organization' stage of the Affective Domain involves:
(A) Showing a willingness to listen to others.
(B) Actively participating in a discussion.
(C) Acting consistently in accordance with values.
(D) Building an internally consistent value system.

108. Consider the following characteristics of the Memory Level of Teaching:
a. Encourages insight and understanding.
b. The teacher has a primary and active role.
c. The subject matter is well-structured and factual.
d. The motivation is typically extrinsic.

Which of the above statement(s) is/are correct?
(A) a, b, and c only
(B) b, c, and d only
(C) a, c, and d only
(D) a and d only

109. What is the primary purpose of a 'Reflective Journal' in teacher education?
(A) To record attendance and daily classroom activities.
(B) To serve as a collection of best lesson plans.
(C) To help connect educational theory with practice.
(D) To practice handwriting and grammar skills.

110. In Galloway's system of interaction analysis, a teacher frowning at a student's response would be coded as:
(A) A verbal, direct behavior.
(B) A verbal, indirect behavior.
(C) A non-verbal, indirect behavior.
(D) A non-verbal, direct behavior.

111. Which perspective of assessment is most closely aligned with students taking responsibility for their own learning and monitoring their own progress?
(A) Assessment as Learning
(B) Assessment of Learning
(C) Assessment for Learning
(D) Summative Assessment

112. A portfolio is best described as:
(A) A folder containing all of a student's test papers.
(B) A purposeful collection demonstrating achievement.
(C) A diary where a student writes about their life.
(D) A collection of certificates received by a student.

113. The highest level of R.H. Dave's psychomotor domain, 'Naturalization', means that the skill:
(A) Can be performed with some assistance.
(B) Has become automatic and effortless.
(C) Is still being learned and requires thought.
(D) Can be combined with other skills in sequence.

114. The 'Product' criteria for teacher evaluation would focus on:
(A) The improvement in student scores on standardized tests.
(B) The teacher's total years of experience.
(C) The teacher's punctuality and attendance.
(D) The methods used by the teacher during instruction.

115. Consider the following statements regarding the Understanding Level of teaching:
a. The main objective is the mastery of concepts and their relationships.
b. Morrison is the main proponent of this level.
c. Evaluation is primarily based on rote recall.

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used.
(D) The past, present, and future student performance.

97. An adult learner's readiness to learn, according to Knowles, is closely related to:
(A) Their age and physical maturity.
(B) The demands of their social roles.
(C) The difficulty of the subject matter.
(D) The teacher's instructional style.

98. Consider the following statements regarding assessment:
Statement I: Diagnostic assessment is typically conducted after instruction is complete to assign grades.
Statement II: Formative assessment is an ongoing process that provides feedback to modify teaching and learning.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is incorrect, but Statement II is correct.
(D) Statement I is correct, but Statement II is incorrect.

99. Arrange the cognitive processes of Anderson and Krathwohl's taxonomy in ascending order of complexity:
a. Creating
b. Applying
c. Remembering
d. Evaluating
e. Understanding
f. Analyzing
(A) c, e, b, f, d, a
(B) c, b, e, f, d, a
(C) e, c, b, a, d, f
(D) c, e, f, b, a, d

100. Using 'Guidance as a Feedback Device' is most aligned with which teaching philosophy?
(A) Behaviorism
(B) Essentialism
(C) Perennialism
(D) Constructivism

101. What is the lowest level of the affective domain according to Krathwohl's taxonomy?
(A) Responding
(B) Valuing
(C) Receiving
(D) Organization

102. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): The Reflective level of teaching requires a more open and flexible classroom environment than the Memory level.
Reason (R): At the Reflective level, students are encouraged to explore problems, and the teacher acts as a facilitator, which is not conducive to a rigid, teacher-dominated structure.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

103. The 'assimilation' stage in Morrison's Understanding Level model primarily involves:
(A) Testing students' prior knowledge.
(B) The teacher presenting the new material.
(C) Students writing a final summary of the unit.
(D) Students engaging in deep, individualized study.

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104. Which of these is a key step in Pedagogical Analysis?
(A) Determining appropriate instructional objectives.
(B) Selecting students for a course.
(C) Arranging for parent-teacher meetings.
(D) Calculating the final grades of students.

105. Match List I with List II concerning Andragogy and its concepts.
List I: (Concept)
P. Learner's Self-Concept
Q. Role of Experience
R. Readiness to Learn
S. Orientation to Learning
List II: (Andragogical Principle)
1. Shifts from subject-centered to problem-centered.
2. Moves from dependency toward self-directedness.

List II: (Example of behavior)
1. Differentiating between relevant and irrelevant information.
2. Demonstrating a commitment to democratic principles.
3. Using a mathematical formula to solve a problem.
4. Assembling a simple apparatus following instructions.

(A) P-3, Q-2, R-4, S-1
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-2, Q-1, R-3, S-4

126. A first step in constructing a rubric for peer evaluation is:
(A) To assign grades to the students.
(B) To ask students to rank their peers.
(C) To write a summary of each student's work.
(D) To identify the key criteria of the performance.

127. Which of the following is NOT a category of teacher talk in Flanders' Interaction Analysis system?
(A) Initiates talk with another student
(B) Praises or encourages
(C) Criticizes or justifies authority
(D) Asks questions

128. Consider the following activities associated with the Reflective Level of teaching:
a. Presenting facts for memorization.
b. Identifying a problem and defining it.
c. Formulating a hypothesis to solve the problem.
d. Collecting data to test the hypothesis.

Which of the above statement(s) is/are correct?
(A) a, b, and c only
(B) b, c, and d only
(C) a and d only
(D) a, b, c, and d

129. The main focus of Morrison's teaching model is:
(A) The development of problem-solving skills.
(B) The attainment of mastery of a concept.
(C) The acquisition of rote memory.
(D) The promotion of social justice.

130. Assessing a teacher's ICT resource on its ability to engage students and adapt to different learning styles falls under the criterion of:
(A) Pedagogical soundness
(B) Technical stability
(C) Content accuracy
(D) Cost-effectiveness

131. In the context of assessment, a 'Reflective Journal' is a tool for:
(A) Summative grading only.
(B) Peer assessment only.
(C) Formative and self-assessment.
(D) Placement assessment.

132. The 'Presage' criterion for teacher evaluation considers factors such as:
(A) The teacher's in-class questioning technique.
(B) Student achievement on final exams.
(C) The frequency of teacher-student interaction.
(D) The teacher's academic qualifications.

133. According to Anderson and Krathwohl, the cognitive process of 'Evaluating' involves:
(A) Breaking material into its constituent parts.
(B) Carrying out a procedure.
(C) Making judgments based on standards.
(D) Putting elements together for a new whole.

134. Which of the following is an example of 'direct influence' by the teacher according to Flanders' system?
(A) Using student ideas
(B) Lecturing
(C) Praising student responses
(D) Asking questions

135. Consider the following statements regarding Malcolm Knowles' theory of Andragogy:
a. Adult learners have a deep need to be self-directing.
b. The teacher's experience is more valuable than the learner's.
c. Adults' readiness to learn is linked to their social roles.
d. Adults are primarily motivated by external rewards.
e. Adults approach learning with a problem-centered orientation.

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d. It provides more opportunities for student participation than the memory level.
e. It is the highest level of teaching activity.
Which of the above statements are correct?
(A) c, d, and e only
(B) a, c, and e only
(C) a, b, and d only
(D) b, c, and d only

116. 'Pedagogical analysis' helps a teacher to:
(A) Understand the psychological makeup of each student.
(B) Prepare a list of high-achieving students.
(C) Complete the syllabus as quickly as possible.
(D) Foresee learning difficulties and plan strategies.

117. What is the primary purpose of an 'Interaction Matrix' in Flanders' system?
(A) To map classroom seating arrangements.
(B) To record student grades and evaluations.
(C) To provide a quantitative picture of classroom verbal behavior.
(D) To outline the specific content of a lesson.

118. Consider the following statements regarding competency-based evaluation:
Statement I: Competency-based evaluation is a norm-referenced approach.
Statement II: It focuses on what a student knows and can do in relation to pre-set criteria, regardless of the performance of other students.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is incorrect, but Statement II is correct.
(D) Statement I is correct, but Statement II is incorrect.

119. A teacher helps a student frame their learning goals and plan the steps to achieve them. This is a key competency related to:
(A) Critical pedagogy
(B) Memory level teaching
(C) Summative assessment
(D) Self-directed learning

120. Which set of criteria is used for teacher evaluation?
(A) Presage, Process, and Product.
(B) Formative, Summative, and Diagnostic.
(C) Memory, Understanding, and Reflective.
(D) Cognitive, Affective, and Psychomotor.

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121. The 'Association' stage in the Herbartian model is crucial for:
(A) Introducing the topic.
(B) Testing the final learning outcome.
(C) Connecting new ideas with old ones for knowledge systems.
(D) Recalling previously known facts.

122. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Self-evaluation and peer-evaluation are important assessment tools in andragogy.
Reason (R): Adult learners, being self-directed, are capable of and benefit from critically assessing their own learning and that of their peers against clear criteria.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

123. The 'Dynamic Model of Learner Autonomy' views autonomy as:
(A) An absolute condition of total independence.
(B) An innate characteristic of gifted learners.
(C) An impractical goal in school settings.
(D) A capacity developed through practice and support.

124. 'Guidance as a feedback device' is most effective when it is:
(A) Delayed until the end of the semester.
(B) Timely, specific, and focused on the task.
(C) Vague and non-specific.
(D) Focused on comparing the student to others.

125. Match List I with List II.
List I: (Domain of Learning)
P. Cognitive (Applying)
Q. Affective (Valuing)
R. Psychomotor (Manipulation)
S. Cognitive (Analyzing)

This corresponds to which level in the original Bloom's taxonomy?
(A) Evaluation
(B) Analysis
(C) Synthesis
(D) Application

52. In Flanders' Interaction Analysis, what does the category 'Accepts or uses ideas of students' signify?
(A) A direct influencing behavior of the teacher.
(B) A student-initiated talk.
(C) A response from a student to the teacher.
(D) An indirect influencing behavior of the teacher.

53. Which of the following is an example of 'Summative Assessment'?
(A) A pre-test at the beginning of a unit.
(B) Asking questions during a lecture for understanding.
(C) A final semester-end examination.
(D) A pop quiz given without prior notice.

54. The process of breaking down a curriculum unit into its constituent elements like concepts, facts, and principles for effective teaching is known as:
(A) Critical Pedagogy
(B) Pedagogical Analysis
(C) Andragogical Analysis
(D) Summative Evaluation

55. Consider the following tools for assessment in education:
a. Reflective Journal
b. Portfolios
c. Flanders' Interaction Analysis Matrix
d. Field Engagement using Rubrics
e. Self-evaluation rubrics for adult learners
Which of the above statements are correct?
(A) a, b, and c only
(B) c, d, and e only
(C) a, b, and d only
(D) b, c, and e only

56. The 'Dynamic Model of Learner Autonomy' suggests that autonomy is not a fixed state but rather:
(A) A process of interaction between control and situation.
(B) A trait that learners either possess or lack entirely.
(C) A goal achievable only by adult learners.
(D) A system where the teacher relinquishes all control.

57. A teacher who wants to evaluate how well a student can assemble a piece of laboratory equipment would be assessing which domain of learning?
(A) Affective
(B) Cognitive
(C) Psychomotor
(D) Social

58. Consider the following statements regarding critical pedagogy:
Statement I: Critical pedagogy views the teacher as a 'facilitator' rather than a 'depositor' of knowledge.
Statement II: The Morrison teaching model for the understanding level is an example of critical pedagogy in action.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

59. Arrange the following levels of the Psychomotor Domain as proposed by R.H. Dave in ascending order of complexity:
a. Precision
b. Imitation
c. Naturalization
d. Manipulation
e. Articulation
(A) b, a, d, c, e
(B) d, b, a, e, c
(C) b, d, a, e, c
(D) b, d, c, a, e

60. 'Rubrics for self and peer evaluation' are primarily designed to:
(A) Increase competition among students.
(B) Provide clear and consistent criteria for judgment.
(C) Reduce the teacher's workload in grading.

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Which of the above statements are correct?
(A) a, b, and d only
(B) c, d, and e only
(C) a, c, and e only
(D) b, c, and d only

136. The 'Characterization by a value or value complex' is the highest level of which domain?
(A) Affective
(B) Cognitive
(C) Psychomotor
(D) Social-emotional

137. Which teaching model is explicitly structured around the five steps: Exploration, Presentation, Assimilation, Organization, and Recitation?
(A) Herbartian Model
(B) Bigge and Hunt Model
(C) Morrison Teaching Model
(D) Critical Pedagogy Model

138. Consider the following statements regarding assessment perspectives:
Statement I: 'Assessment of Learning' is typically formative and is used to guide instruction.
Statement II: 'Assessment for Learning' is typically summative and is used to certify competence.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

139. A teacher uses a rubric to assess a student's oral presentation. This is an example of applying:
(A) presage criteria
(B) process criteria
(C) peer criteria
(D) product criteria

140. Which of the following is a need for Critical Pedagogy in teacher education?
(A) To train teachers to enforce discipline.
(B) To equip teachers to examine hidden biases.
(C) To ensure focus exclusively on content.
(D) To prepare teachers to follow instructions.

141. The step of 'Generalization' in the Herbartian model aims to help students:
(A) Apply knowledge to new problems.
(B) Recall specific facts presented.
(C) Formulate rules from learned particulars.
(D) Connect the new lesson with knowledge.

142. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Competency-Based Evaluation focuses on demonstrated mastery of skills rather than time spent in a course.
Reason (R): This approach allows learners to progress at their own pace, moving on to new competencies only after proving proficiency in the current ones.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

143. The 'Dynamic Model of Learner Autonomy' is a concept related to:
(A) Andragogy
(B) Assessment
(C) Pedagogy
(D) Critical Pedagogy

144. Which level of R.H. Dave's psychomotor domain involves performing a motor act with accuracy and control, but not yet automatically?
(A) Imitation
(B) Precision
(C) Manipulation
(D) Articulation

145. Match List I with List II concerning classroom interaction analysis.
List I: (System/Concept)
P. Flanders' Interaction Analysis
Q. Galloway's System
R. Interaction Matrix
S. Indirect Influence
List II: (Key Feature)
1. Includes analysis of non-verbal communication
2. Accepting or using ideas of students
3. A grid used to plot the sequence of coded

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events
4. Focuses on 10 categories of verbal behavior
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-2, Q-1, R-3, S-4

146. A student who can justify a stand or decision is operating at which level of Anderson and Krathwohl's cognitive taxonomy?
(A) Evaluating
(B) Applying
(C) Analyzing
(D) Creating

147. A key principle of Andragogy is that adult learners' motivation is primarily:
(A) Extrinsic, based on grades.
(B) Competitive, based on peers.
(C) Intrinsic, based on self-esteem.
(D) Dependent on teacher charisma.

148. Consider the following statements regarding Rubrics:
a. They articulate gradations of quality for a given task.
b. They are useful for self-assessment and peer-assessment.
c. They help make the grading process more objective.
d. They should be kept confidential from the students.
Which of the above statement(s) is/are correct?
(A) a and d only
(B) b and c only
(C) a, b, and c only
(D) a, b, c, and d

149. The 'syntax' of the Reflective level of teaching (Bigge and Hunt) involves creating a/an:
(A) Highly structured environment.
(B) Series of facts for memorization.
(C) Problematic situation for investigation.
(D) Environment for mastering motor skills.

150. In Flanders' system, recording classroom events involves a trained observer noting the category of verbal behavior every:
(A) 30 seconds
(B) 3 seconds
(C) 10 minutes
(D) 1 minute

151. Which of the following defines 'Critical Pedagogy'?
(A) A teaching method focusing on student faults.
(B) A technique for teaching thinking skills.
(C) The study of the history of pedagogy.
(D) An educational philosophy of social critique.

152. The 'Valuing' level of the affective domain signifies that a student:
(A) Attaches worth to a particular behavior.
(B) Is simply aware of something.
(C) Is willing to be involved.
(D) Has built a consistent value system.

153. A teacher prepares a PowerPoint presentation for a lesson. When assessing this ICT resource, which criterion is LEAST relevant?
(A) The accuracy of the information presented.
(B) The alignment with learning objectives.
(C) The brand of the computer used for creation.
(D) The clarity and readability of the visuals.

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154. Which of the following is NOT a competency of self-directed learning?
(A) A complete dependence on the teacher.
(B) Ability to diagnose one's learning needs.
(C) Ability to identify human resources.
(D) Ability to evaluate own learning outcomes.

155. Consider the following statements regarding a 'Portfolio' as an assessment tool:
a. It is a systematic and purposeful collection of student work.
b. It can showcase student growth over a period of time.
c. It often includes student self-reflection on the selected pieces.
d. It provides a holistic view of student achievement.
e. It is only used for assessing artistic ability.
Which of the above statements are correct?
(A) a, b, c, and d only
(B) b, c, d, and e only
(C) a, c, and e only
(D) a, b, and e only

156. The 'Process' criteria of teacher evaluation would be best assessed by:

(A) Reviewing the teacher's university degrees.
(B) Observing instruction using Galloway's system.
(C) Analyzing student scores at year end.
(D) Interviewing the teacher about philosophy.

157. The focus of the Memory Level of teaching is on:
(A) Problem-solving
(B) Insight
(C) Rote learning and recall
(D) Critical analysis

158. Consider the following statements regarding teaching perspectives:
Statement I: In Andragogy, the teacher is seen as a facilitator or resource person.
Statement II: In Pedagogy, the teacher is seen as the primary source of knowledge and authority.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

159. "Thinking about one's own thinking and learning process" is a key aspect of which assessment perspective?
(A) Assessment as learning
(B) Assessment of learning
(C) Assessment for learning
(D) Diagnostic assessment

160. Which of the following questions would be most suitable for assessing understanding at the Reflective level?
(A) "What is the capital of France?"
(B) "What are the ethical implications of genetic engineering?"
(C) "Explain photosynthesis in your own words."
(D) "List the three main parts of an atom."

161. 'Articulation' in R.H. Dave's psychomotor taxonomy refers to the ability to:
(A) Observe and copy an action.
(B) Combine actions in a coordinated manner.
(C) Perform a skill with accuracy.
(D) Perform a skill automatically.

162. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Flanders' Interaction Analysis is a tool for evaluating the quantity and quality of verbal interaction in the classroom.
Reason (R): It categorizes all classroom communication, both verbal and non-verbal, into ten distinct categories.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

163. The primary goal of a diagnostic assessment is to:
(A) Assign a final grade.
(B) Rank students.
(C) Identify causes of persistent learning problems.
(D) Check prerequisite skills for a unit.

164. Rubrics are used for assessing all of the following EXCEPT:
(A) Field Engagement
(B) Self and Peer evaluation
(C) Portfolios
(D) Placement tests

165. Match List I with List II.
List I: (Proponent)
P. Herbart
Q. Morrison
R. Bigge and Hunt
S. Malcolm Knowles
List II: (Level/Approach)
1. Reflective Level
2. Understanding Level
3. Andragogy
4. Memory Level
(A) P-4, Q-2, R-1, S-3
(B) P-2, Q-4, R-3, S-1
(C) P-4, Q-1, R-2, S-3
(D) P-1, Q-2, R-4, S-3

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(A) Summative assessment.
(B) Placement testing.
(C) Guidance as a feedback device.
(D) Product criteria evaluation.

230. The "Steady State" cells in an interaction matrix indicate:
(A) A rapid shift between speakers.
(B) A sustained interaction type.
(C) The total time of observation.
(D) An instance of silence or confusion.

231. The ability to perform a sequence of movements with a high degree of skill, such as playing a piece on the piano, falls under which level of Dave's psychomotor domain?
(A) Imitation
(B) Manipulation
(C) Precision
(D) Articulation

232. An entrance examination for a professional course is an example of:
(A) Placement Assessment
(B) Formative Assessment
(C) Diagnostic Assessment
(D) Reflective Assessment

233. The focus on 'Product' criteria for teacher evaluation is often criticized for:
(A) Being too subjective to measure.
(B) Ignoring the impact on student learning.
(C) Failing to account for external factors.
(D) Being too focused on teacher personality.

234. In the 'Organization' phase of the Morrison model, the student is expected to:
(A) Write a comprehensive unit outline.
(B) Engage in free-form exploration.
(C) Listen passively to the presentation.
(D) Apply concepts to a new problem.

235. Consider the following assessment tasks:
a. Recite a poem from memory.
b. Paraphrase a complex scientific theory.
c. Compose a new piece of music in a particular style.
d. Critically evaluate two different historical interpretations.
Which of the above task(s) is/are most suitable for the 'Creating' level of Anderson and Krathwohl's taxonomy?
(A) a only
(B) b only
(C) c only
(D) d only

236. A key difference between 'Assessment for Learning' and 'Assessment of Learning' is:
(A) The type of questions asked in tests.
(B) The timing and purpose of assessment.
(C) The use of technology in assessment.
(D) The location where assessment occurs.

237. In the context of Andragogy, using rubrics for self-evaluation primarily helps the learner to:
(A) Compare their grade with others.
(B) Complete the assignment faster.
(C) Understand criteria and assess progress.
(D) Depend more on the instructor.

238. Consider the following statements regarding teaching models:
Statement I: At the reflective level of teaching, the development of problem-solving skills is the main objective.
Statement II: The Herbartian model is the most effective model for achieving reflective-level objectives.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

239. The 'Interpretation of Interaction Matrix' in Flanders' system can reveal:
(A) The tendency to respond to student talk.
(B) The content mastery of the teacher.
(C) The learning styles of individuals.
(D) The validity of the curriculum.

240. The 'Dynamic Model of Learner Autonomy' suggests that learner control is exercised over:
(A) School policies and administration.
(B) Cognitive and metacognitive processes.
(C) The final certification of the course.
(D) The hiring of teachers.

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177. Peer evaluation is considered a valuable assessment method in andragogy because:
(A) It reduces the teacher's grading time.
(B) Learners provide experience-based feedback.
(C) It fosters a necessary competitive environment.
(D) Adults are not capable of self-evaluation.

178. Consider the following statements regarding teaching models:
Statement I: The Herbartian model is highly suitable for teaching complex, problem-solving skills.
Statement II: The Bigge and Hunt model is designed for the reflective level of teaching, which focuses on inquiry and problem-solving.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is incorrect, but Statement II is correct.
(D) Statement I is incorrect, but Statement II is correct.

179. Galloway's system of interaction analysis is an extension of Flanders' system because it adds categories for:
(A) Student talk
(B) Teacher questions
(C) Non-verbal behavior
(D) Silence

180. A final project that requires students to design and build a working model of a system they studied would be an example of:
(A) Placement Assessment
(B) Formative Assessment
(C) Diagnostic Assessment
(D) Summative Assessment

181. The first stage of pedagogical analysis is:
(A) Selection of teaching-learning activities.
(B) Framing of evaluation questions.
(C) Division of matter into units and sub-units.
(D) Selection of audio-visual aids.

182. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): In critical pedagogy, the curriculum is not seen as a neutral body of knowledge.
Reason (R): Critical pedagogy posits that curriculum reflects the interests and values of the dominant culture and should be critically examined.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

183. Which of the following represents the highest level of the cognitive domain according to Anderson and Krathwohl?
(A) Evaluating
(B) Analyzing
(C) Applying
(D) Creating

184. The primary role of the student at the memory level of teaching is:
(A) To passively receive and memorize information.
(B) To actively solve problems.
(C) To critically evaluate information.
(D) To engage in dialogue with peers.

185. Match List I with List II.
List I: (Tool)
P. Portfolio
Q. Reflective Journal
R. Rubric
S. Diagnostic Test
List II: (Purpose)
1. To specify criteria and levels of quality.
2. To identify persistent learning difficulties.
3. To document and reflect on one's journey.
4. To showcase growth through a collection of work.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-3, Q-4, R-2, S-1

186. According to Malcolm Knowles, an adult's orientation to learning is:
(A) Problem-centered
(B) Subject-centered

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208. Consider the following categories of teacher talk:
a. Praising or encouraging
b. Lecturing
c. Giving directions
d. Criticizing or justifying authority
Which of the above are considered 'Direct Influence' categories in Flanders' Interaction Analysis?
(A) a, b, and c only
(B) b, c, and d only
(C) a, c, and d only
(D) a, b, and d only

209. A student being able to distinguish between fact and opinion in a newspaper article is an example of:
(A) Applying
(B) Analyzing
(C) Creating
(D) Remembering

210. The concept of 'competencies of self-directed learning' is central to:
(A) Malcolm Knowles' theory of andragogy
(B) Herbartian pedagogy
(C) Summative assessment design
(D) Galloway's system of interaction analysis

211. Which of the following is a key component of a portfolio assessment?
(A) A single, high-stakes test
(B) A rank ordering of all students
(C) Student self-reflection on work
(D) Only error-free student work

212. The need to make education a practice of freedom and to empower learners to challenge oppression is a central tenet of:
(A) The Herbartian Model
(B) The Morrison Model
(C) Placement Assessment
(D) Critical Pedagogy

213. The stage in Morrison's model where the teacher ascertains the previous knowledge of the students is:
(A) Presentation
(B) Assimilation
(C) Exploration
(D) Organization

214. What does the 'P' in the 'Presage-Process-Product' model of teacher evaluation stand for?
(A) The performance of the teacher.
(B) Personality and prior experiences.
(C) The outcomes of teaching.
(D) Participation of students.

215. Consider the following statements regarding Formative Assessment:
a. It is conducted during the learning process.
b. Its main purpose is to provide feedback for improvement.
c. It is often referred to as 'assessment for learning'.
d. It usually results in a final grade for the course.
e. It is a continuous process.
Which of the above statements are correct?
(A) d and e only
(B) a, b, and d only
(C) a, b, c, and e only
(D) a, c, and d only

216. In Flanders' system, when a teacher says, "That's an interesting point, can you tell me more about it?", it would be coded as:
(A) Uses ideas of students
(B) Lecturing
(C) Giving directions
(D) Criticizing student response

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217. The highest level of internalization in Krathwohl's affective domain is:
(A) Valuing
(B) Organization
(C) Characterization by a value
(D) Responding

218. Consider the following statements regarding pedagogical analysis:
Statement I: Pedagogical analysis is a one-time activity performed before a course begins.
Statement II: It is a continuous process that helps teachers reflect on and refine their teaching strategies throughout the course.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is incorrect, but Statement II is correct.

(D) To build knowledge

198. Consider the following statements regarding teacher evaluation criteria:
Statement I: The 'Presage' criteria for teacher evaluation include teacher's intelligence and personality.
Statement II: The 'Product' criteria for teacher evaluation include the teacher's classroom management techniques.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

199. Which of these is a form of feedback?
(A) Peer comments on a draft essay.
(B) Teacher suggestions on a project.
(C) Reviewing work against a rubric.
(D) All of the above.

200. In Bigge and Hunt's Reflective teaching model, the teacher's role is to:
(A) Create problems and facilitate inquiry.
(B) Provide all the answers and facts.
(C) Drill students on facts and formulas.
(D) Ensure all students reach one conclusion.

201. Which of the following is NOT a level in R.H. Dave's psychomotor domain taxonomy?
(A) Imitation
(B) Manipulation
(C) Organization
(D) Naturalization

202. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Summative assessment is generally not suitable for providing real-time feedback to improve ongoing learning.
Reason (R): It is typically administered at the end of an instructional unit to measure the final level of achievement.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false and R is true.

203. Self-evaluation and peer evaluation are most effective when:
(A) They are used to assign grades without input.
(B) Students are not given training.
(C) The process is kept strictly anonymous.
(D) Clear criteria, such as a rubric, are provided.

204. The 'social system' of the Memory Level of teaching is characterized by:
(A) A democratic environment with participation.
(B) Teacher dominance and student passivity.
(C) Students collaborating to solve problems.
(D) The teacher acting as a resource.

205. Match List I with List II regarding the levels of the cognitive domain.
List I: (Level)
P. Remembering
Q. Understanding
R. Analyzing
S. Creating
List II: (Action Verb)
1. Differentiate
2. Classify
3. List
4. Design
(A) P-3, Q-2, R-1, S-4
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-1, R-2, S-4
(D) P-2, Q-3, R-4, S-1

206. 'Assessment as learning' requires students to develop their:
(A) Rote memory skills
(B) Motor skills
(C) Social skills
(D) Metacognitive skills

207. The main proponent of the Understanding Level teaching model is:
(A) Morrison
(B) Herbart
(C) Bigge
(D) Hunt

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166. A teacher asks, "Can you use the principle of buoyancy to explain why a ship floats?" This question targets the cognitive process of:
(A) Remembering
(B) Applying
(C) Understanding
(D) Analyzing

167. Which of the following is an example of an activity at the 'manipulation' level of the psychomotor domain?
(A) Watching a demonstration of a guitar chord.
(B) Playing a complex solo flawlessly.
(C) Combining guitar chords to create a song.
(D) Playing a tune from memory after instruction.

168. Which statement correctly describes the relationship between objectives and outcomes?
(A) Outcomes are measurable results of instruction.
(B) Objectives are student-focused statements.
(C) Objectives and outcomes are identical concepts.
(D) Outcomes are formulated before instruction.

169. Consider the following characteristics of the Reflective Level of teaching:
a. The classroom environment is democratic.
b. The focus is on rote learning of facts.
c. The teacher acts as a facilitator and guide.
d. The aim is to develop critical thinking skills.
Which of the above statement(s) is/are correct?
(A) a, b, and c only
(B) b, c, and d only
(C) a, c, and d only
(D) a, b, and d only

170. 'Interaction Analysis' as a tool for teacher evaluation falls under the:
(A) Process criteria
(B) Presage criteria
(C) Product criteria
(D) Summative criteria

171. The final step in the Herbartian teaching model, 'Application', is analogous to which cognitive process in Anderson and Krathwohl's taxonomy?
(A) Remembering
(B) Understanding
(C) Analyzing
(D) Applying

172. The central idea of the 'Dynamic Model of Learner Autonomy' is that:
(A) All learners are inherently autonomous.
(B) Learner control is a context-dependent variable.
(C) Autonomy is a fixed personality trait.
(D) The teacher must give up all control.

173. Which of the following is a key feature of 'guidance as a feedback device'?
(A) It gives the final answer to the student.
(B) It is judgmental and focuses on the person.
(C) It is descriptive and helps the learner improve.
(D) It is always delivered in a written format.

174. A student voluntarily reads books about a topic discussed in class because they find it interesting. This behavior demonstrates which level of the affective domain?
(A) Receiving
(B) Responding
(C) Organization
(D) Valuing

175. Consider the following criteria for evaluating teacher-prepared ICT resources:
a. Content accuracy and relevance.
b. Technical quality and ease of use.
c. Alignment with pedagogical goals.
d. The cost of the software used.
e. Interactivity and learner engagement.
Which of the above statements are correct?
(A) a, b, c, and e only
(B) b, c, d, and e only
(C) a, c, and d only
(D) a, b, and d only

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176. Which of the following describes the 'Analysis' level of Anderson and Krathwohl's cognitive domain?
(A) Recalling facts and basic concepts.
(B) Breaking information into parts to explore relationships.
(C) Explaining ideas or concepts.
(D) Using information in new situations.

(D) Statement I is correct, but Statement II is incorrect.

219. A competency-based evaluation of a surgeon would most likely focus on their:
(A) Score on a written medical exam.
(B) Knowledge of medical history.
(C) Years of experience in the field.
(D) Ability to perform a procedure.

220. The primary purpose of using a 'Reflective Journal' in field engagement is to:
(A) Log the hours spent in the field.
(B) Document observations and theory connections.
(C) Get a signature from the supervisor.
(D) Write a summary of student work.

221. Which teaching model is most teacher-centric and least focused on student initiative?
(A) Reflective Level Model (Bigge and Hunt)
(B) Understanding Level Model (Morrison)
(C) Memory Level Model (Herbartian)
(D) Andragogical Model (Knowles)

222. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): A rubric is a powerful feedback device.
Reason (R): It clearly communicates the standards for a specific task and describes what different levels of quality look like, enabling learners to understand their strengths and weaknesses.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

223. What is the key focus of the 'Process' criterion in teacher evaluation?
(A) The teacher's behavior and methodology.
(B) The teacher's academic degrees.
(C) The final scores of students.
(D) The teacher's personality and values.

224. Which of the following best exemplifies a competency of a self-directed learner?
(A) Waiting for a provided reading list.
(B) Independently searching for resources.
(C) Memorizing notes without question.
(D) Asking for the correct answer always.

225. Match List I with List II.
List I: (Term)
P. Critical Pedagogy
Q. Herbartian Model
R. Galloway's System
S. Assessment as Learning
List II: (Associated Concept)
1. Non-verbal Interaction
2. Metacognition
3. Social Justice
4. Five formal steps
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-4, S-3

226. Bigge and Hunt are associated with which level of teaching?
(A) Reflective Level
(B) Memory Level
(C) Understanding Level
(D) Autonomous Level

227. A key tenet of andragogy is that as individuals mature, their self-concept moves from:
(A) Self-directedness to dependency.
(B) Problem-centered to subject-centered.
(C) Dependent to self-directing human.
(D) Intrinsic to extrinsic motivation.

228. Arrange the following components of the Herbartian model of teaching in the correct chronological order:
b. Preparation
c. Presentation
d. Association
e. Generalization
f. Application
(A) a, b, c, d and e only
(B) b, c, d, e and f only
(C) a, c, d, e and f only
(D) a, b, c and f only

229. A teacher provides a worksheet with guiding questions to help students analyze a poem. This is an example of:

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(C) Teacher-centered
(D) Assessment-centered

187. The construction of an interaction matrix in Flanders' system helps to identify:
(A) The IQ of the students.
(B) The teacher's personality type.
(C) The background of the students.
(D) Sustained patterns of communication.

188. Consider the following teacher actions:
a. Giving directions
b. Lecturing
c. Praising or encouraging
d. Accepting and using student ideas
Which of the above are classified as 'Indirect Influence' in the FIAS?
(A) a and b only
(B) c and d only
(C) a and c only
(D) b and d only

189. A teacher notices a student is very shy and never participates in discussions. To encourage participation, the teacher starts by asking the student to simply listen and nod if they agree. This addresses which level of the affective domain?
(A) Characterization
(B) Valuing
(C) Receiving
(D) Responding

190. Which of the following is the most appropriate tool for conducting a 'process' evaluation of a teacher?
(A) A student satisfaction survey at end of course.
(B) A review of final exam scores.
(C) An analysis of teacher qualifications.
(D) A classroom observation based on Galloway.

191. A key difference between the Morrison model and the Herbartian model is that the Morrison model:
(A) Focuses on mastery rather than just recall.
(B) Is for memory level teaching.
(C) Does not involve the teacher in presentation.
(D) Is exclusively for adult learners.

192. Which of the following is a defining feature of Competency-Based Evaluation?
(A) Students are ranked against their peers.
(B) Assessment is based on clear standards.
(C) All students must progress at same pace.
(D) The primary tool is a written examination.

193. The concept of 'learner autonomy' in andragogy implies that learners:
(A) Do not need a teacher or facilitator.
(B) Take responsibility for learning processes.
(C) Must learn in isolation from peers.
(D) Are only interested in theory.

194. A rubric for assessing a 'Reflective Journal' would likely include criteria such as:
(A) Depth of reflection and theory connection.
(B) Neatness of handwriting and page count.
(C) Correct spelling as the primary focus.
(D) Student agreement with teacher views.

195. Consider the following characteristics of instruction at the Understanding Level:
a. Emphasis on seeing relationships and patterns.
b. Use of examples and non-examples to explain concepts.
c. Students are encouraged to generalize from facts.
d. Focus is on the verbatim recall of information.
e. It is primarily teacher-centric and authoritarian.
Which of the above statements are correct?
(A) a, d, and e only
(B) d and e only
(C) a, b, and c only
(D) a, b, c, d, and e

196. What is the fundamental purpose of pedagogical analysis for a teacher?
(A) To design effective instructional strategies.
(B) To choose popular students for projects.
(C) To reduce the amount of content taught.
(D) To increase their professional salary.

197. The term 'Pedagogy' is derived from Greek words meaning:
(A) To lead the adult
(B) To measure learning
(C) To lead the child

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241. 'Guidance as a feedback device' is most constructivist when it:
(A) Provides the correct answer immediately.
(B) Uses probing questions for discovery.
(C) Points out all the errors without explanation.
(D) Gives a numerical grade only.

242. Given below are two statements: one is labeled as Assertion (A) and the other is labeled as Reason (R).
Assertion (A): Andragogy is better suited for teaching young children than pedagogy.
Reason (R): The principles of andragogy, such as self-direction and use of experience, align well with the dependent nature of child learners.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false and R is false.

243. When a student consistently demonstrates a value and it becomes part of their personality, they have reached the level of _____ in the affective domain.
(A) Valuing
(B) Organization
(C) Characterization
(D) Responding

244. Assessing a teacher based on their university degrees and years of teaching experience is an example of using:
(A) Product criteria
(B) Process criteria
(C) Interaction criteria
(D) Presage criteria

245. Match List I with List II.
List I: (Level of Psychomotor Domain - R.H. Dave)
P. Imitation
Q. Manipulation
R. Precision
S. Naturalization
List II: (Characteristic)
1. Performance becomes automatic.
2. Reproducing an action from instructions.
3. Executing a skill with accuracy.
4. Observing and attempting to copy an action.
(A) P-4, Q-2, R-3, S-1
(B) P-1, Q-3, R-2, S-4
(C) P-4, Q-3, R-2, S-1
(D) P-2, Q-4, R-1, S-3

246. Which of the following is a primary goal of formative assessment?
(A) To grade and rank students at the end.
(B) To monitor learning and provide feedback.
(C) To identify students for remedial classes.
(D) To certify that a student has mastered content.

247. The 'social system' in the Reflective Level of teaching is best described as:
(A) Authoritarian and teacher-dominated.
(B) Competitive and individualistic.
(C) Passive and non-interactive.
(D) Democratic, open, and cooperative.

248. Consider the following statements regarding teacher evaluation criteria:
a. Presage criteria refer to teacher characteristics before teaching.
b. Process criteria refer to what the teacher does during teaching.
c. Product criteria refer to the outcomes of teaching.
d. Flanders' analysis is a tool for assessing Product criteria.
Which of the above statement(s) is/are correct?
(A) a and b only
(B) c and d only
(C) a, b, and c only
(D) a, b, c and d

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249. A student uses a checklist provided by the teacher to review their own essay before submitting it. This is an example of:
(A) Assessment of learning
(B) Assessment for learning
(C) Assessment as learning
(D) Placement assessment

250. The ultimate stage of pedagogical analysis is:
(A) Selecting and using evaluation devices.
(B) Dividing the content into units.
(C) Formulating instructional objectives.
(D) Selecting teaching strategies.

Direction : Please read the following source

learning needs, formulate learning goals, identify human and material resources for learning, choose and implement appropriate learning strategies, and evaluate learning outcomes. The role of the educator in an andragogical model is not to be a 'sage on the stage' but a 'guide on the side,' facilitating the process of inquiry and resource identification. The learning environment should be one of mutual respect and collaboration, acknowledging the vast experience and intrinsic motivation that adult learners bring with them.

Based on the above source, attempt the following five questions.

261. What is the central difference between pedagogy and andragogy as described in the passage?
(A) Pedagogy is theoretical, while andragogy is practical.
(B) Pedagogy is problem-centered, while andragogy is subject-centered.
(C) Pedagogy promotes self-direction, while andragogy promotes dependence.
(D) Pedagogy focuses on children, while andragogy focuses on adults.

262. Which of the following is NOT listed as a principle of andragogy?
(A) Adults' experiences are a rich resource for learning.
(B) Adults prefer a subject-centered orientation to learning.
(C) Adults' readiness to learn is tied to their social roles.
(D) Adults have a deep need to be self-directing.

263. The competencies of self-directed learning mentioned in the text include all of the following EXCEPT:
(A) Diagnosing one's own learning needs.
(B) Formulating personal learning goals.
(C) Relying solely on the instructor for resources.
(D) Evaluating one's own learning outcomes.

264. The role of an educator in an andragogical setting is best described as a:
(A) Director of learning who transmits knowledge.
(B) Evaluator who primarily judges performance.
(C) Authority figure who sets all learning goals.
(D) Facilitator who guides the learning process.

265. Based on the principles of andragogy, an adult's readiness to learn is most closely linked to:
(A) The developmental tasks associated with their social roles.
(B) The requirements of a standardized curriculum.
(C) The chronological age of the learner.
(D) The instructions provided by the educator.

Direction : Please read the following source carefully.

The theoretical underpinnings of andragogy are significantly shaped by the work of Malcolm Knowles, whose theory provides a comprehensive framework for understanding adult learning. Knowles articulated a set of assumptions about adult learners that contrasted sharply with pedagogical models. He proposed that as individuals mature, their self-concept moves from dependency to self-direction, they accumulate a reservoir of experience that becomes a resource for learning, their readiness to learn is oriented to their social roles, and their time perspective shifts from one of postponed application to one of immediate application, leading to a problem-centered orientation. Complementing this is the Dynamic Model of Learner Autonomy, which further explores the development of a learner's capacity to take charge of their own learning. This model suggests that learner autonomy is not a fixed state but a dynamic and variable capacity that can be developed over time. It involves a complex interplay of psychological readiness, strategic competence, and the ability to operate effectively within different learning contexts. The model emphasizes that learners can exercise varying degrees of autonomy across different aspects of the learning process—such as setting goals, selecting content, and choosing assessment methods—and that educators play a crucial role in fostering this autonomy by gradually ceding control and providing appropriate support.

Based on the above source, attempt the following five questions.

266. According to Malcolm Knowles' theory, what is a key shift that occurs as an individual matures?
(A) A move from a problem-centered to a subject-centered orientation.

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presentation, rote learning, and recall. It is teacher-centric, with a clear, step-by-step process involving preparation, presentation, association, generalization, and application. Moving to a higher cognitive plane, the Understanding Level, exemplified by the Morrison teaching Model, aims for comprehension and the grasping of relationships between facts. Here, the goal is for students to see the connections between concepts and to generalize principles. The teacher's role is to guide students through exploration, presentation, assimilation, organization, and recitation, fostering mastery of the subject matter. At the apex is the Reflective Level of teaching, outlined in the Bigge and Hunt teaching Model. This level is problem-centered and learner-driven. It seeks to develop students' critical thinking, problem-solving abilities, and creative capacities. The classroom environment is open and inquiry-oriented, where the teacher acts as a facilitator, creating problematic situations that stimulate students to reflect, hypothesize, and test solutions, leading to original insights and a deep, personal understanding.

Based on the above source, attempt the following five questions.

256. Which teaching model is primarily concerned with the development of critical thinking and problem-solving abilities in a learner-driven environment?
(A) The Herbartian Model.
(B) The Bigge and Hunt teaching Model.
(C) The Morrison teaching Model.
(D) A model combining memory and understanding levels.

257. According to the passage, what is the principal difference between the Memory Level and the Understanding Level of teaching?
(A) The Memory Level is learner-centered, while the Understanding Level is teacher-centered.
(B) The Memory Level uses a problem-centered approach, while the Understanding Level is content-centered.
(C) The Memory Level is for adult learners, while the Understanding Level is for children.
(D) The Memory Level focuses on information recall, while the Understanding Level focuses on grasping relationships.

258. A teacher who structures a lesson with the steps of exploration, presentation, assimilation, organization, and recitation is operating at which level of teaching?
(A) Understanding Level.
(B) Reflective Level.
(C) Memory Level.
(D) Autonomous Level.

259. The Herbartian Model is presented as an exemplar for which level of teaching?
(A) The level focused on developing creative capacities.
(B) The level concerned with fostering comprehension.
(C) The most rudimentary level focused on information retention.
(D) The level where the teacher acts as a facilitator of inquiry.

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260. In the Reflective Level of teaching as per Bigge and Hunt, the teacher's role is best described as that of a:
(A) Facilitator who creates problematic situations.
(B) Presenter of facts and information.
(C) Guide who ensures mastery of subject matter.
(D) Disciplinarian who enforces rote learning.

Direction : Please read the following source carefully.

While pedagogy focuses on child-learning, andragogy is conceptualized as the art and science of helping adults learn. A core concept in andragogy is the promotion of self-directed learning, where individuals take the initiative and responsibility for their own educational journey. This is guided by several key principles that differentiate adult learning from child learning. Adults are seen as having a deep need to be self-directing; their experiences are a rich resource for learning; their readiness to learn is oriented towards the developmental tasks of their social roles; and their orientation to learning is problem-centered, seeking immediate application of knowledge. Consequently, the competencies associated with self-directed learning are crucial. These include the ability to diagnose one's own

carefully.

Pedagogy, in its foundational sense, refers to the theory and practice of education, traditionally focused on the teaching of children. Central to effective pedagogy is the process of pedagogical analysis, a systematic approach undertaken by educators to deconstruct the teaching-learning process. This analysis typically involves distinct stages, beginning with the formulation of clear instructional objectives and the selection of appropriate content. Subsequently, the teacher plans the organisation of content and chooses suitable teaching methodologies and strategies. The final stage involves devising an evaluation strategy to assess the attainment of the set objectives. Moving beyond traditional frameworks, Critical Pedagogy emerges as a philosophy that questions the neutrality of education. It posits that teaching is an inherently political act and advocates for an educational environment that challenges oppressive social structures. The need for Critical Pedagogy arises from a desire to create a more democratic and equitable society. For teacher education, its primary implication is the transformation of teachers from mere curriculum transmitters into reflective practitioners and transformative intellectuals who empower students to become critical citizens and agents of social change. This requires a shift in focus towards dialogue, critical questioning, and problem-posing education.

Based on the above source, attempt the following five questions.

251. According to the paragraph, what is the primary role of a teacher within the framework of Critical Pedagogy?
(A) To efficiently transmit the prescribed curriculum.
(B) To act as a transformative intellectual and agent of social change.
(C) To focus exclusively on the cognitive development of students.
(D) To maintain traditional power structures within the classroom.

252. Which of the following sequences best represents the stages of pedagogical analysis as described in the text?
(A) Objective formulation, content selection, methodology choice, evaluation strategy.
(B) Content selection, evaluation strategy, objective formulation, method selection.
(C) Methodology choice, content organisation, objective formulation, evaluation strategy.
(D) Evaluation strategy, objective formulation, content selection, methodology choice.

253. The text suggests that the need for Critical Pedagogy stems from:
(A) The necessity to improve standardized test scores.
(B) The demand for more efficient curriculum transmission.
(C) The desire to promote a more democratic and equitable society.
(D) The requirement to align teaching with traditional values.

254. What fundamental assumption about education does Critical Pedagogy challenge?
(A) The assumption that education should be student-centered.
(B) The assumption that evaluation is a necessary part of teaching.
(C) The assumption that teachers require systematic training.
(D) The assumption that education is a neutral and apolitical process.

255. An implication of Critical Pedagogy for teacher education, as inferred from the passage, is the increased emphasis on:
(A) Rote memorization and content delivery skills.
(B) Training teachers in standardized assessment techniques.
(C) Developing teachers' abilities for dialogue and critical questioning.
(D) Strengthening the teacher's authority in the classroom.

Direction : Please read the following source carefully.

The organization of teaching can be conceptualized across different levels of learner engagement and cognitive complexity, from basic recall to autonomous problem-solving. The Memory Level of teaching, often associated with the Herbartian Model, is the most rudimentary. This model focuses on the acquisition and retention of factual information, emphasizing structured

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(B) A development of self-concept from dependency towards self-direction.
(C) A shift in self-concept from self-direction to dependency.
(D) A change in time perspective towards postponed application of knowledge.

267. The Dynamic Model of Learner Autonomy posits that learner autonomy is:
(A) A fixed trait that learners either possess or lack.
(B) A dynamic capacity that can be developed over time.
(C) A concept applicable only to pedagogical models.
(D) A state of complete independence from any educator.

268. Which concept from Knowles' theory is most directly related to the idea that adults prefer learning that solves immediate challenges?
(A) The problem-centered orientation and immediacy of application.
(B) The role of experience as a learning resource.
(C) The move towards a self-directing self-concept.
(D) The readiness to learn based on social roles.

269. The Dynamic Model of Learner Autonomy suggests that an educator's role in fostering autonomy involves:
(A) Maintaining complete control over all aspects of learning.
(B) Immediately withdrawing all support from the learner.
(C) Gradually ceding control and providing appropriate support.
(D) Focusing solely on the learner's psychological readiness.

270. According to the passage, both Knowles' theory and the Dynamic Model of Learner Autonomy emphasize the:
(A) Importance of rote memorization for adult learners.
(B) Superiority of a teacher-centric educational approach.
(C) Necessity of a rigid, unchanging learning context.
(D) Learner's increasing capacity to take charge of their learning.

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Direction : Please read the following source carefully.

Assessment in education is a multifaceted process encompassing the systematic collection, review, and use of information about educational programs and student learning. Its meaning extends beyond mere measurement, involving qualitative judgment and interpretation to improve learning. The nature of assessment is dynamic, serving various stakeholders and purposes. Three key perspectives guide its application: assessment for learning, assessment of learning, and assessment as learning. 'Assessment for learning' is formative in nature; it is an ongoing process where teachers use evidence of students' knowledge and skills to provide feedback and adjust their teaching strategies to meet learning needs. It is diagnostic and happens during the learning process. In contrast, 'assessment of learning' is typically summative. It occurs at the end of a unit, course, or program to certify competence and report on student achievement against set standards. It provides a summary judgment of what has been learned. A third perspective, 'assessment as learning', positions the student at the center of the assessment process. It emphasizes self-assessment and metacognition, where students actively monitor their own learning, ask questions, and use feedback from peers and teachers to reflect on their learning and make adjustments. This perspective empowers students to take ownership of their educational journey.

Based on the above source, attempt the following five questions.

271. Which perspective on assessment is primarily summative and used for certifying competence at the end of a course?
(A) Assessment for learning.
(B) Assessment as learning.
(C) Assessment of learning.
(D) Diagnostic assessment.

272. The primary purpose of 'assessment for learning' is to:
(A) Provide a final grade and certify student achievement.
(B) Adjust ongoing teaching strategies and provide feedback to improve learning.
(C) Empower students to take ownership of their own learning process.

their performance, intended to guide future improvement. The types of feedback can vary, ranging from simple corrective information to elaborate explanatory feedback. An important criterion for effective feedback is that it should be timely, specific, and focused on the task rather than the learner's ego. Guidance itself can function as a proactive feedback device, steering students toward learning goals before errors occur. Among specific tools for assessment, the portfolio has gained prominence. A portfolio is a purposeful collection of student work that exhibits their efforts, progress, and achievements over time. Its assessment allows for a holistic view of learning. Another powerful tool is the Reflective Journal, where students record their thoughts, experiences, and challenges, promoting metacognition. The assessment of field engagement, such as internships or community service, often relies on rubrics. A rubric is a scoring guide that explicitly defines the performance expectations for an assignment, breaking it down into components and providing detailed descriptions of what constitutes various levels of performance. Competency-based evaluation focuses on assessing the mastery of specific, defined skills or competencies. Furthermore, with the rise of digital tools, the assessment of teacher-prepared ICT resources has become crucial, ensuring they are instructionally sound and effective.

Based on the above source, attempt the following five questions.

286. According to the passage, what is a defining characteristic of a portfolio?
(A) It is a single test administered at the end of a term.
(B) It exclusively contains the student's worst performances for analysis.
(C) It is a scoring guide with detailed performance descriptions.
(D) It is a purposeful collection of work showing progress over time.

287. A rubric is described in the text as a tool primarily used for:
(A) Recording students' daily thoughts and challenges.
(B) Collecting a student's best work over a semester.
(C) Defining performance expectations and criteria for an assignment.
(D) Assessing a teacher's ICT resource preparation skills.

288. Which of the following is NOT listed as a criterion for effective feedback?
(A) It should be timely.
(B) It should be focused on the learner's ego.
(C) It should be specific.
(D) It should be focused on the task.

289. The main purpose of a Reflective Journal as an assessment tool is to:
(A) Evaluate a student's final level of competency.
(B) Provide a score for field engagement activities.
(C) Compare a student's work with their peers.
(D) Promote student metacognition and self-analysis.

290. An assessment approach that focuses on a student's mastery of specific, predefined skills is known as:
(A) Competency-based evaluation.
(B) Portfolio assessment.
(C) Rubric-based assessment.
(D) Reflective journal evaluation.

Direction : Please read the following source carefully.

In the context of andragogy, where the focus is on adult learning and interaction, specific tools are used for assessment and evaluation. Interaction analysis is a prominent method for objectively studying the communication patterns within a learning environment. Flanders' Interaction Analysis Category System (FIACS) is a well-known observational tool that classifies all verbal behavior in the classroom into ten categories, distinguishing between teacher talk (indirect influence, direct influence), student talk, and silence or confusion. The recording of classroom events using this system allows for the construction of an interaction matrix. The interpretation of this matrix reveals patterns such as the teacher's level of directness versus indirectness, the amount of student-initiated talk, and the overall classroom climate. An alternative is Galloway's system of interaction analysis, which extends this focus by specifically incorporating non-

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achievements.
(D) Objectives are assessed formatively, while outcomes are assessed summatively.

280. A teacher giving a final exam at the end of a semester is conducting a:
(A) Diagnostic assessment to identify learning gaps.
(B) Placement assessment to plan for the next course.
(C) Formative assessment to provide feedback.
(D) Summative assessment to evaluate overall achievement.

Direction : Please read the following source carefully.

Comprehensive assessment in education requires evaluating learning across multiple domains: cognitive, affective, and psychomotor. The cognitive domain, involving intellectual skills, is famously structured by Bloom's taxonomy, later revised by Anderson and Krathwohl. This revised taxonomy presents a hierarchy of cognitive processes, including Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Assessment in this domain targets a student's ability to recall information, comprehend concepts, use knowledge in new situations, break down information into parts, make judgments, and generate new ideas. The affective domain, as classified by Krathwohl, deals with attitudes, values, and emotions. Its levels progress from Receiving (awareness), Responding (active participation), Valuing (attaching worth to something), and Organization (integrating different values), to Characterization (internalizing a value system that controls behavior). Assessing this domain is challenging and often involves observing behaviors, using self-report inventories, and analyzing student reflections. Finally, the psychomotor domain, for which R.H. Dave proposed a taxonomy, concerns physical skills and coordination. The levels include Imitation (copying an action), Manipulation (performing from instruction), Precision (performing skillfully without help), Articulation (adapting and combining skills), and Naturalization (unconscious mastery). Assessment here relies on performance-based tasks and observation of skill execution.

Based on the above source, attempt the following five questions.

281. According to the Anderson and Krathwohl taxonomy, which cognitive process represents the highest level of intellectual skill?
(A) Creating.
(B) Applying.
(C) Analyzing.
(D) Evaluating.

282. A student who has internalized a value system to the point that it consistently guides their behavior is operating at which level of the affective domain, according to Krathwohl?
(A) Responding.
(B) Characterization.
(C) Valuing.
(D) Organization.

283. The assessment of which domain of learning would most likely involve performance-based tasks and observation of skill execution?
(A) The cognitive domain.
(B) The psychomotor domain.
(C) The affective domain.
(D) The interpersonal domain.

284. A student who can perform a skill skillfully and accurately without instruction but has not yet achieved unconscious mastery is at which level of R.H. Dave's psychomotor taxonomy?
(A) Precision.
(B) Imitation.
(C) Manipulation.
(D) Naturalization.

285. Assessing a student's willingness to participate in a group discussion and their commitment to the team's values relates to which domain of learning?
(A) The cognitive domain as per Anderson and Krathwohl.
(B) The psychomotor domain as per R.H. Dave.
(C) The affective domain as per Krathwohl.
(D) The domain of creative application.

Direction : Please read the following source carefully.

Assessment in the pedagogy of education increasingly utilizes diverse feedback devices to support learning. Feedback, in this context, is information provided to a learner about

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(D) Compare student performance against national standards.

273. 'Assessment as learning' is distinct because it places the most emphasis on:
(A) The teacher's role in judging student work.
(B) The final report on student achievement.
(C) The systematic collection of data for administrative purposes.
(D) The student's role in monitoring and reflecting on their own learning.

274. A teacher who regularly uses quizzes and observations to modify their upcoming lesson plans is primarily engaging in:
(A) Assessment for learning.
(B) Assessment of learning.
(C) Assessment as learning.
(D) Summative assessment.

275. The passage defines the overall meaning of assessment as a process that:
(A) Is limited to quantitative measurement of student knowledge.
(B) Occurs only at the end of an educational program.
(C) Involves collection, review, and use of information to improve learning.
(D) Is exclusively focused on the student's self-evaluation.

Direction : Please read the following source carefully.

Educational assessment employs various types of tools, each with a specific purpose timed to different stages of the learning process. Placement assessment is conducted prior to instruction to determine a student's entry-level skills and knowledge, ensuring they are placed in an appropriate course or level. Throughout the instructional period, formative assessment is used as an ongoing monitoring tool to provide continuous feedback to both students and teachers, allowing for instructional adjustments. When a persistent learning difficulty is identified, diagnostic assessment is employed to delve deeper into the specific causes of the problem, providing a more detailed analysis than formative assessment. Finally, at the conclusion of an instructional unit, summative assessment is used to evaluate the overall achievement and learning outcomes. A critical aspect of assessment design is ensuring a strong relation between objectives and outcomes. Objectives are the statements of intent describing what the teacher plans to achieve, while outcomes are the demonstrable skills and knowledge that students should exhibit after learning. Effective assessment bridges the gap between these two, by creating tasks that accurately measure the extent to which the intended learning outcomes, derived from the initial objectives, have been successfully achieved by the student.

Based on the above source, attempt the following five questions.

276. What type of assessment is most appropriate for determining the underlying reasons for a student's persistent difficulty with a specific concept?
(A) Diagnostic assessment.
(B) Placement assessment.
(C) Formative assessment.
(D) Summative assessment.

277. An entrance exam for a university program serves as an example of which type of assessment?
(A) Formative assessment.
(B) Diagnostic assessment.
(C) Summative assessment.
(D) Placement assessment.

278. The primary distinction between formative and summative assessment lies in their:
(A) Format, with formative being written and summative being practical.
(B) Timing and purpose, with formative being ongoing for improvement and summative being final for evaluation.
(C) Subjectivity, with formative being objective and summative being subjective.
(D) Administrator, with formative being done by peers and summative by teachers.

279. According to the passage, what is the relationship between objectives and outcomes in an educational context?
(A) Objectives are student-demonstrated skills, while outcomes are teacher intentions.
(B) Objectives and outcomes are interchangeable terms for the same concept.
(C) Objectives are teacher intentions, while outcomes are the demonstrable student

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verbal communication. It provides a framework for recording and analyzing the encouraging or restricting nature of a teacher's non-verbal cues. By constructing and interpreting an interaction matrix from either system, an evaluator can gain systematic insights into the dynamics of the teaching-learning process, moving beyond subjective impressions to data-driven analysis of classroom interactions.

Based on the above source, attempt the following five questions.

291. What is the primary purpose of Flanders' Interaction Analysis Category System (FIACS)?
(A) To assess the non-verbal communication of teachers.
(B) To evaluate the final learning outcomes of adult learners.
(C) To classify all verbal behavior in the classroom into distinct categories.
(D) To measure the cognitive complexity of the curriculum.

292. A key feature of Galloway's system of interaction analysis that distinguishes it from Flanders' system is its focus on:
(A) Non-verbal communication.
(B) Student-to-student talk.
(C) The teacher's subject matter knowledge.
(D) The use of ICT resources.

293. The interpretation of an interaction matrix constructed using FIACS can reveal patterns related to the:
(A) Socio-economic background of the students.
(B) Accuracy of the content being taught.
(C) Physical infrastructure of the classroom.
(D) Teacher's directness versus indirectness in communication.

294. Interaction analysis is presented in the passage as a method particularly suited for assessment in:
(A) Early childhood education.
(B) The context of andragogy and adult learning.
(C) Self-study and autonomous learning environments.
(D) The assessment of written examinations.

295. According to the passage, both the Flanders and Galloway systems aim to:
(A) Replace summative assessment with formative assessment.
(B) Focus solely on the amount of student-initiated talk.
(C) Provide a data-driven analysis of classroom interaction dynamics.
(D) Rank teachers based on their classroom performance.

Direction : Please read the following source carefully.

The evaluation of teacher effectiveness is a complex process that can be approached using multiple criteria. These criteria are often grouped into three main categories: product, process, and presage. Product criteria focus on the outcomes of teaching, primarily measured by student achievement, growth, and learning gains. This approach evaluates teachers based on the tangible results their students produce. Process criteria, in contrast, center on the teacher's actions and behaviors within the classroom. This involves assessing teaching methods, classroom management skills, interaction patterns, and the overall learning environment created by the teacher. It evaluates the "how" of teaching rather than just the end results. Presage criteria refer to the teacher's background characteristics, qualifications, and attributes, such as their level of education, years of experience, subject matter knowledge, and personality traits. These are antecedent factors believed to influence teaching effectiveness. For evaluating the process-oriented aspects, especially in professional development contexts, rubrics for self and peer evaluation are invaluable tools. A rubric's meaning lies in its function as an explicit scoring guide. The steps of construction involve identifying the key criteria for performance, defining different levels of quality (e.g., exemplary, proficient, developing), and writing detailed descriptors for each level, ensuring clarity and consistency in evaluation for both self-reflection and peer feedback.

Based on the above source, attempt the following five questions.

296. Evaluating a teacher based on their students' final examination scores is an example of using which type of criteria?
(A) Presage criteria.
(B) Process criteria.

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(C) Procedural criteria.
(D) Product criteria.

297. A school principal who observes a teacher's classroom management techniques and interaction style is focusing on:
(A) Process criteria.
(B) Product criteria.
(C) Presage criteria.
(D) Predictive criteria.

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298. A teacher's university degree, certification status, and years of experience fall under which category of evaluation criteria?
(A) Product criteria.
(B) Presage criteria.
(C) Process criteria.
(D) Performance criteria.

299. According to the passage, what is the primary function of a rubric in self and peer evaluation?
(A) To rank teachers against each other.
(B) To serve as an explicit scoring guide with defined performance levels.
(C) To measure the learning gains of students.
(D) To assess a teacher's personality traits.

300. The construction of a rubric for teacher evaluation would typically begin with which step?
(A) Identifying the key criteria for performance to be evaluated.
(B) Writing detailed descriptors for the lowest level of quality.
(C) Immediately assigning scores to teachers.
(D) Defining the number of proficiency levels without context.

ANSWERS

1. (B) The science and art of teaching, particularly focusing on children.
Pedagogy encompasses the comprehensive study of teaching methods and practices, specifically tailored for educating children. It integrates the science of learning with the art of instruction to foster cognitive development and knowledge acquisition. Unlike andragogy, which addresses adult learning needs, this approach focuses on the developmental stages of young learners. Educators use these strategies to design curricula that are age-appropriate and intellectually stimulating for students.

2. (C) Statement I is correct, but Statement II is incorrect.
Pedagogical analysis involves a systematic breakdown of curriculum content into constituent components like facts, concepts, and principles. The process facilitates effective instruction by aligning objectives with appropriate teaching strategies and evaluation tools. However, its primary goal is enhancing the quality of the teaching-learning process rather than merely making it evaluation-oriented. This structural approach ensures that every sub-unit is delivered logically to achieve the desired instructional outcomes.

3. (C) Learners prefer subjects with immediate practical relevance.
Malcolm Knowles identified several core principles of andragogy, focusing on how adults learn differently from children. One central principle is that adult learners are most motivated to learn things that have immediate application to their professional or personal lives. They move away from subject-centered learning toward a problem-centered orientation. This preference for practical relevance ensures that the knowledge acquired can be utilized to solve real-world challenges efficiently.

4. (D) Placement assessment.
Placement assessment is conducted at the beginning of an instructional period to determine a learner's current knowledge and skill level. The primary purpose is to ensure students are placed in an appropriate learning group or level that matches their existing competencies. This type of evaluation helps educators customize instruction to meet the specific needs of the class, preventing the teaching from being too advanced or repetitive.

5. (A) Both A and R are true and R is the correct explanation of A.
Critical pedagogy is an educational philosophy that encourages students to examine and challenge dominant beliefs and power structures. It aims to develop critical consciousness, allowing learners to recognize social injustices and engage in transformative action. By fostering this awareness, the approach prepares students to become active, informed, and responsible members of a democratic society. The focus is on empowering marginalized voices to create equity and justice.

6. (B) Fostering dialogue and problem-posing learning approaches.
Critical pedagogy in teacher education emphasizes moving away from the traditional 'banking' model of education toward more interactive methods. It fosters dialogue between teachers and students, encouraging a collaborative search for knowledge. Problem-posing approaches allow learners to critically analyze their social reality and think independently. This practice helps future educators create inclusive classrooms where students are motivated to question established norms and participate in meaningful social change.

7. (D) Creating
In Anderson and Krathwohl's revised cognitive domain, the highest level of thinking is known as creating. This stage involves putting elements together to form a coherent or functional whole, or reorganizing elements into a new pattern or structure. When a student generates a new product or develops a unique point of view, they demonstrate the ability to synthesize information

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delivered logically and that learning outcomes are measured accurately and effectively.

66. (A) Specific, task-oriented comments suggesting improvement.
Research shows that specific, task-oriented feedback is the most effective for promoting student learning. This type of feedback identifies exactly what the student did well and provides clear suggestions for how to improve in areas that were lacking. Unlike general praise or numerical scores, descriptive comments help learners understand their own learning process and the steps they need to take to achieve mastery. By focusing on the task and the process, teachers can foster a growth mindset in students.

67. (C) Andragogy
When designing a course for working adults, the principles of andragogy are the most appropriate to apply. This approach recognizes that adults are self-directed, motivated by practical needs, and bring a wealth of experience to the classroom. For adults learning new software for their jobs, the instruction should be problem-centered and focused on immediate application. By treating learners as partners in the educational process and valuing their professional context, the teacher can create a more effective and engaging learning environment.

68. (A) a, b, and d only
The process criteria for teacher evaluation focus on the actual behaviors and methods used by the teacher during instruction. This includes an analysis of teaching strategies, communication styles, and the ability to engage students effectively. Tools like Flanders' Interaction Analysis are designed specifically to assess these process variables by observing classroom interactions. Unlike product criteria, which focus on student test scores, process criteria provide insights into the quality of the teaching-learning environment and the teacher's professional practice within the classroom.

69. (C) The alignment of the resource with learning principles.
Pedagogical soundness is a critical criterion for assessing teacher-prepared ICT resources. it refers to how well the resource aligns with established learning principles and instructional goals. A pedagogically sound resource should support the learning objectives, engage students appropriately, and accommodate different learning styles. It is not just about technical stability or visual appeal, but about whether the technology effectively facilitates the intended learning outcomes. Ensuring pedagogical quality is essential for the meaningful integration of ICT into the classroom.

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70. (B) Verify that students have understood the material.
The recitation step is the final stage of Morrison's teaching model for the understanding level. Its primary purpose is to verify that students have achieved a deep understanding of the unit and can express it in their own words. During this stage, students may give oral presentations or engage in discussions to demonstrate their mastery. It serves as a check for both the teacher and the students, ensuring that the instructional objectives have been met before moving on to new content.

71. (D) Democratic guide and facilitator
At the reflective level of teaching, the classroom environment is democratic, and the role of the teacher shifts from an information provider to a guide and facilitator. The teacher's primary task is to create problematic situations that stimulate students to think critically and solve problems independently. By fostering an atmosphere of inquiry and mutual respect, the teacher helps students develop their problem-solving capacities and critical consciousness. This level represents a high degree of student-centeredness and intellectual freedom.

72. (A) A formative process used to adjust teaching in real-time.
Assessment for learning is a formative process that occurs during the instructional period. Its main goal is to provide ongoing feedback to both teachers and students, allowing for real-time adjustments in teaching and learning strategies. This approach helps identify areas where students are struggling and provides the information needed to bridge learning gaps. By focusing on improvement rather than final grading, assessment for learning supports student growth and ensures that learning objectives are achieved more effectively throughout the course.

difficulties they encountered. This process fosters metacognition and self-awareness, helping students connect theoretical concepts with practical experiences. It is an ongoing record of personal intellectual and professional growth.

16. (B) b, c, d, and e only
Self-directed learning is a key competency in andragogy, where adult learners take responsibility for their own educational journey. This involves the ability to diagnose personal learning needs, formulate specific goals, and identify necessary resources. Furthermore, self-directed learners must have the skill to evaluate their own learning outcomes against their initial objectives. Dependence on an instructor for all tasks is contrary to the self-directed nature of adult learning processes.

17. (B) Indirect influence
In Galloway's system of interaction analysis, teacher behaviors are categorized based on their impact on student participation. When a teacher responds to a student's ideas by accepting, clarifying, or building upon them, it is classified as an indirect influence. This behavior encourages students to contribute more and fosters a supportive classroom atmosphere. Indirect influence contrasts with direct influence, such as lecturing or giving commands, which limits the scope of student talk.

18. (A) Both Statement I and Statement II are correct.
Flanders' Interaction Analysis System is a renowned tool designed to analyze verbal communication patterns within the classroom, focusing on teacher and student talk. Charles Galloway expanded upon this framework by incorporating non-verbal communication, such as gestures and facial expressions, into the analysis. This extension provides a more comprehensive understanding of classroom dynamics, as non-verbal cues often carry significant meaning and influence the overall effectiveness of the instructional process and student engagement.

19. (C) Formative assessment
A short quiz administered during a lesson serves as a formative assessment, which is designed to provide immediate feedback on student understanding. This process allows the teacher to identify areas where students are struggling and adjust the instruction accordingly. Formative assessments are not intended for final grading but for monitoring progress and supporting learning. By checking if concepts are being grasped in real-time, educators can ensure that no student falls behind.

20. (B) b, a, c, d, e
The Morrison teaching model for the understanding level follows a precise five-step sequence to ensure mastery. It begins with exploration to assess prior knowledge. This is followed by presentation, where the new material is introduced. Next is assimilation, involving individual study. Then comes organization, where students structure the material logically. Finally, recitation occurs, where students present their findings. This sequence ensures a systematic progression from initial inquiry to final mastery of concepts.

21. (C) Objectives describe teacher actions; outcomes describe student abilities.
In an educational context, objectives and outcomes represent different perspectives of the learning process. Objectives are typically statements of what the teacher intends to cover or achieve during instruction. In contrast, learning outcomes describe what the student should know, understand, or be able to demonstrate after the instruction is complete. While objectives focus on the teaching process, outcomes are measurable and student-centered, providing a clear indication of actual achievement and competence.

22. (B) The teacher's behaviors and methods during instruction.
The process criterion in teacher evaluation is concerned with the actual instructional activities and interactions that take place within the classroom. It focuses on the teacher's use of specific methods, strategies, and communication styles during a lesson. By observing these behaviors, evaluators can assess how effectively the teacher engages students and delivers content. This criterion provides insights into the quality of the teaching-learning process, independent of student scores or teacher qualifications.

23. (A) Both A and R are true and R is the correct explanation of A.

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targeted remedial strategies to help the student overcome their persistent academic challenges.

38. (B) Transform education into a practice of social justice.
Critical pedagogy arises from the need to transform education into a practice that promotes social justice and equity. It encourages students to critically examine the social, political, and economic factors that shape their lives and communities. By fostering a sense of agency and critical consciousness, this approach empowers learners to challenge oppressive systems and work toward a more just society. It views education as a tool for liberation rather than just a means of knowledge transmission.

39. (C) Statement I is incorrect, but Statement II is correct.
A portfolio is not a random collection of work; rather, it is a purposeful and systematic selection that demonstrates a student's progress and achievement over time. Effective portfolio assessment involves using clear criteria, often defined in a rubric, to evaluate the quality of the work. Additionally, it should include student self-reflection, allowing learners to analyze their own growth and learning process. This makes the portfolio a comprehensive tool for both formative and summative evaluation in education.

40. (A) b, d, a, e, c
Krathwohl's affective domain taxonomy outlines five levels of internalization, moving from simple awareness to complex characterization. The sequence begins with receiving, followed by responding and valuing. The next stage is organization, where the learner builds a consistent value system. The highest level is characterization, where the values are fully integrated into the individual's personality and behavior. This progression reflects how people develop attitudes and values that eventually define their character and influence their daily actions.

41. (C) Direct Influence
In Flanders' Interaction Analysis System, lecturing is categorized as a direct influence behavior by the teacher. This category involves the teacher providing facts, information, or their own opinions to the students. It is considered a teacher-centered activity that limits the opportunities for student talk and interaction. Direct influence categories, including giving directions and criticizing, typically result in a more controlled classroom environment where the teacher maintains primary authority over the instructional process and flow.

42. (A) Seeing relationships and generalizing from particulars.
The understanding level of teaching, as defined by Morrison, focuses on helping students go beyond simple recall to grasp the underlying meaning of concepts. A significant feature of this level is the ability to see relationships between different facts and generalize from particulars to form principles. Students are expected to demonstrate mastery by explaining concepts in their own words and applying them. This level serves as a bridge between the memory level and the higher-order reflective level.

43. (A) Both A and R are true and R is the correct explanation of A.
Feedback is an essential component of formative assessment because it provides students with specific information about their performance. Effective feedback identifies where a student currently stands and what steps are needed to reach the desired learning goal. By bridging this gap, feedback helps learners adjust their strategies and improve their understanding during the learning process. This ongoing dialogue between teacher and student is crucial for fostering growth and ensuring that instructional objectives are ultimately met successfully.

44. (B) Preparation, presentation, association, generalization, application.
The Herbartian teaching model follows a specific syntax consisting of five formal steps designed for the memory level of teaching. It begins with preparation to arouse interest, followed by the presentation of new material. The third step, association, involves connecting new ideas with previous knowledge. Next, generalization helps students form rules or principles from the information. Finally, application allows students to use the newly acquired knowledge in practical situations. This structured approach ensures a logical and effective delivery of content.

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looking at the measurable changes in student knowledge, skills, and behavior. This includes performance on standardized tests, classroom assessments, and the overall achievement of learning objectives. By evaluating the end results, this criterion provides an indication of the teacher's impact on student learning and their ability to facilitate academic growth.

31. (A) Applying
According to Anderson and Krathwohl's revised cognitive taxonomy, applying is the process of using a learned procedure in a given situation. This level of thinking requires the student to implement a method or use an abstract concept to solve a specific problem or complete a task. It demonstrates a higher level of understanding than simple recall, as the learner must recognize when and how to use their knowledge in a new or practical context.

32. (B) The effective and systematic transaction of curriculum.
Pedagogical analysis is an essential process for ensuring that the curriculum is delivered in an effective and systematic manner. It involves breaking down complex subjects into manageable units, setting clear objectives, and choosing appropriate teaching methods. This structured approach helps teachers plan their lessons more efficiently and ensures that all components of the curriculum are covered logically. The primary goal is to facilitate student learning by optimizing the delivery and transaction of instructional content.

33. (B) It encourages critical thinking and reflection.
The memory level of teaching is characterized by a heavy focus on rote memorization and the verbatim recall of facts. At this level, the teacher plays a dominant and authoritarian role, and students are expected to passively receive and store information. It does not encourage critical thinking, problem-solving, or reflection, as these are higher-order cognitive processes. Evaluation is typically restricted to simple recall questions, making it the most basic level of the teaching-learning hierarchy.

34. (A) Evaluation should consider pedagogy, accuracy, and usability.

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Assessing teacher-prepared ICT resources requires a comprehensive approach that goes beyond just technical or aesthetic qualities. Effective evaluation must consider the pedagogical soundness of the resource, ensuring it aligns with learning principles and objectives. Additionally, the accuracy of the content and the usability for students are critical factors. A well-designed ICT tool should be easy to navigate, factually correct, and effectively support the instructional goals of the lesson for all learners involved.

35. (C) Flanders' Interaction Analysis.
The construction and interpretation of an interaction matrix is a central feature of Flanders' Interaction Analysis System. This tool provides a quantitative summary of the verbal interaction patterns between the teacher and students in the classroom. By plotting coded observations into a ten-by-ten matrix, researchers can analyze the sequence and frequency of different communication behaviors. This helps in understanding the classroom climate, the degree of teacher influence, and the level of student participation during lessons.

36. (A) a, c, and d only
Pedagogy and andragogy differ significantly in their assumptions about learners and the learning process. Pedagogy assumes learners are dependent and subject-centered, whereas andragogy assumes they are self-directed and problem-centered. Motivation in pedagogy is often external, while in andragogy, it is primarily internal. Furthermore, andragogy values the learner's experience as a vital resource, which is less emphasized in traditional pedagogical models. Both approaches represent different philosophical views on how to best facilitate effective learning.

37. (C) A diagnostic assessment.
When a student consistently struggles with a particular concept, a diagnostic assessment is the most appropriate tool to use. This type of evaluation is specifically designed to pinpoint the exact nature and causes of learning difficulties. It goes deeper than regular assessments by analyzing a student's strengths and weaknesses in detail. By identifying specific gaps in understanding or skills, the teacher can develop

52. (D) An indirect influencing behavior of the teacher.
In Flanders' Interaction Analysis System, the category 'accepts or uses ideas of students' is classified as an indirect influencing behavior. This occurs when a teacher acknowledges, clarifies, or builds upon a student's contribution to the discussion. Such behavior fosters a supportive and interactive classroom environment, encouraging students to participate more actively. Indirect influence categories are essential for promoting student engagement and shifting the classroom dynamic toward a more learner-centered approach, where student voices are valued and integrated.

53. (C) A final semester-end examination.
A final semester-end examination is a classic example of summative assessment. Its primary purpose is to evaluate student learning and achievement at the conclusion of an instructional period. The results are typically used for grading, certification, or reporting to stakeholders. Unlike formative assessments, which occur during learning to provide feedback, summative assessments are high-stakes and provide a final measure of competence. They summarize what the student has mastered across the entire course or unit of study.

54. (B) Pedagogical Analysis
Pedagogical analysis is the systematic process of breaking down curriculum content into smaller, constituent elements such as concepts, facts, and principles. This detailed analysis allows teachers to plan their instruction more effectively by aligning content with specific learning objectives and appropriate teaching methods. By understanding the structure of the subject matter, educators can ensure a logical and comprehensive delivery of the curriculum. This approach facilitates better student understanding and ensures that all essential components are taught effectively.

55. (C) a, b, and d only
Reflective journals, portfolios, and rubrics for field engagement are all recognized as effective assessment tools in modern education. Reflective journals foster metacognition, while portfolios showcase growth over time. Rubrics provide clear criteria for evaluating experiential learning in the field. While Flanders' Interaction Analysis is a valuable tool, it is primarily used for analyzing classroom verbal interaction patterns rather than as a direct student assessment tool. Similarly, self-evaluation rubrics for adults are specific to andragogy and broader learner-centered assessment frameworks.

56. (A) A process of interaction between control and situation.
The dynamic model of learner autonomy posits that independence in learning is not a static trait but a fluid process. It emphasizes the continuous interaction between the degree of control a learner exercises and the specific learning situation. Autonomy can fluctuate based on the task, the environment, and the support provided. This model recognizes that learners may require different levels of guidance at different stages, and that developing autonomy is a lifelong journey shaped by various external and internal factors.

57. (C) Psychomotor
Evaluating a student's ability to assemble laboratory equipment targets the psychomotor domain of learning. This domain focuses on physical skills, coordination, and the use of motor-skill areas. Tasks involving manual dexterity, such as handling delicate instruments or performing precise movements, are central to psychomotor development. Learning in this domain typically progresses from simple observation and imitation to the automatic and natural execution of complex physical tasks. This is distinct from cognitive knowledge or affective attitudes and values.

58. (C) Statement I is correct, but Statement II is incorrect.
Critical pedagogy views the teacher as a facilitator who encourages students to question authority and challenge social injustices, rather than just depositing knowledge. This aligns with Statement I. However, the Morrison teaching model is designed for the understanding level of teaching, which focuses on mastery of concepts rather than the social critique central to critical pedagogy. Therefore, Statement II is incorrect. Critical pedagogy is rooted in the work of Paulo Freire and aims for social transformation through education.

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45. (C) Providing directive comments to aid independent solutions.
Guidance as a feedback device involves providing students with specific, directive comments that help them find solutions independently. Instead of simply giving the correct answer, the teacher offers suggestions, asks probing questions, or points out areas for improvement. This approach encourages critical thinking and problem-solving, empowering learners to take responsibility for their own learning process. It is a formative strategy that supports intellectual growth by guiding students through the cognitive challenges they encounter during tasks.

46. (B) P-3, Q-1, R-4, S-2
Teacher evaluation can be conducted using various criteria that focus on different aspects of the profession. Presage criteria examine the teacher's background, qualifications, and personality traits. Process criteria focus on observable classroom behaviors and instructional methods used during teaching. Product criteria measure teacher effectiveness based on student learning outcomes and achievement. Peer evaluation involves colleagues judging a teacher's professional performance. Together, these criteria provide a holistic view of a teacher's competence, instructional quality, and impact on student learning.

47. (A) Cognitive field and problem-solving capacity.
Bigge and Hunt's model for the reflective level of teaching is designed to develop the learner's cognitive field and problem-solving capacity. At this level, the focus is on inquiry and critical thinking rather than rote memorization. The teacher creates problematic situations that require students to formulate hypotheses, collect data, and test their ideas. This approach fosters a deep understanding of complex issues and equips students with the skills needed to solve real-world problems through independent thought and analysis.

48. (B) The aesthetic neatness and decoration of the folder.
When assessing a student portfolio, the focus should be on the content and the learning process rather than superficial qualities like aesthetic neatness or decoration. Valid criteria include the student's ability to select work that demonstrates growth, the quality of their self-reflection, and evidence of progress toward specific learning goals. A portfolio should serve as an authentic record of academic achievement and personal development, providing deep insights into the student's journey and mastery of the subject matter.

49. (B) a, b, and c only
Galloway's system of interaction analysis provides a comprehensive framework for observing classroom communication by including both verbal and non-verbal behaviors. It categorizes teacher and student verbal talk while also paying close attention to teacher non-verbal cues, such as gestures and facial expressions. This system recognizes that non-verbal communication is a powerful tool in the classroom that can significantly affect student motivation and understanding. However, it does not involve the direct analysis of curriculum content itself.

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50. (A) Develop students' capacity to monitor their own learning.
Assessment as learning is a student-centered perspective that aims to develop the learner's capacity for self-regulation and metacognition. The ultimate goal is to empower students to monitor their own progress, identify their learning needs, and adjust their strategies accordingly. By engaging in self-assessment and reflection, students take greater responsibility for their own education. This process fosters a sense of ownership and prepares learners for lifelong learning by teaching them how to evaluate and improve their own performance.

51. (C) Synthesis
In the revised cognitive domain taxonomy by Anderson and Krathwohl, the level of 'creating' involves putting elements together to form a new, original product. This corresponds to the 'synthesis' level in Bloom's original taxonomy. Both levels represent high-order thinking where the learner must integrate information in unique ways to create something new. The revision renamed and slightly reorganized the categories to better reflect cognitive processes, but the core focus on creative production and integration remains the highest objective.

creatively. This level requires significant cognitive complexity.

8. (A) P-3, Q-1, R-2, S-4
Teaching levels are categorized by their cognitive complexity and primary proponents. The memory level, focusing on rote recall, is associated with Herbart. The understanding level, emphasizing mastery of concepts, was developed by Morrison. The reflective level, focusing on problem-solving, is linked to Bigge and Hunt. Finally, the autonomous development level describes natural student growth without a specific primary proponent, representing the highest degree of learner independence.

9. (C) Assessment for learning
Assessment for learning is a formative perspective that focuses on using evidence of student learning to inform and improve teaching. It provides ongoing feedback to both teachers and students during the instructional process. This approach helps identify learning gaps and allows for real-time adjustments in instruction to better meet student needs. The goal is to enhance future performance rather than just measuring final achievement at the end.

10. (A) Summative evaluation of teacher performance.
Pedagogical analysis consists of several systematic stages designed to plan and execute effective instruction. These stages include dividing subject matter into manageable sub-units, determining specific learning objectives, and selecting appropriate teaching-learning activities. While it involves designing evaluation tools for students, it does not include the summative evaluation of teacher performance. Its focus is on the structural delivery of the curriculum to ensure that learners achieve intended goals.

11. (B) b, c, and d only
The reflective level of teaching aims to develop problem-solving abilities and critical thinking skills in students. It requires an open and independent classroom environment where learners are encouraged to explore complex issues. Evaluation at this level typically involves essay-type questions that allow students to express their thoughts and reasoning. It is student-centered, which contradicts being teacher-centric. This level represents the highest stage of cognitive engagement in classroom instruction.

12. (B) Understanding Level
At the understanding level of teaching, the focus shifts from simple memorization to grasping the relationships between facts and principles. Students are expected to explain causes, compare different strategies, and generalize from particulars. This level requires a deeper cognitive engagement than the memory level, as it involves interpreting and summarizing information. The teacher's role is to ensure that students can explain concepts in their own words and apply them.

13. (C) It evaluates actual classroom teaching performance.
The presage criterion for teacher evaluation focuses on the characteristics and qualities of the teacher before they enter the classroom. This includes their academic qualifications, professional training, personality traits, and attitudes toward teaching. It does not assess the actual instructional performance or behaviors during a lesson, which is covered by the process criterion. Presage variables are seen as predictors of how effective a teacher might be in a professional setting.

14. (D) Cognitive, metacognitive, and motivational control.
The dynamic model of learner autonomy suggests that independence in learning is achieved through the interplay of different types of control. Learners must exercise cognitive control over the content, metacognitive control over their learning strategies, and motivational control over their persistence and engagement. This multidimensional approach recognizes that autonomy is not a fixed state but a developing capacity influenced by the learner's internal processes and the educational environment.

15. (A) To provide a space for students to think about their learning.
A reflective journal serves as a powerful assessment tool by encouraging students to document and analyze their own learning experiences. It provides a structured space for them to think critically about what they have learned, how they learned it, and what

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59. (C) b, d, a, e, c
R.H. Dave's psychomotor domain taxonomy outlines five levels of physical skill development in ascending order of complexity. The process begins with imitation, where the learner copies an action. This is followed by manipulation, where skills are performed from instructions. The third level is precision, focusing on accuracy. Next is articulation, involving the coordination of multiple skills. The final and highest level is naturalization, where the skill becomes automatic and effortless. This progression reflects the journey from novice to expert.

60. (B) Provide clear and consistent criteria for judgment.
Rubrics for self and peer evaluation are designed to provide clear, descriptive criteria for different levels of performance. By articulating these standards, rubrics ensure that judgment is consistent and objective across different evaluators. They help students understand what high-quality work looks like and enable them to provide constructive feedback to themselves and their peers. This transparency fosters a sense of fairness and empowers learners to take an active role in the assessment process, leading to improved learning outcomes and self-regulation.

61. (C) Learning is content-centered and follows a curriculum.
A core principle of andragogy is that adult learning is problem-centered rather than content-centered. Adults are motivated to learn when they see the practical application of knowledge to their real-life problems or tasks. Unlike traditional pedagogical models that follow a rigid, subject-centered curriculum, andragogy emphasizes self-direction and the use of the learner's prior experience. Adults also need to know why they are learning something before they invest their time and energy into the educational process.

62. (A) Both A and R are true and R is the correct explanation of A.
Galloway's system of interaction analysis is considered more comprehensive than Flanders' original system because it incorporates non-verbal communication. While Flanders' system focuses exclusively on ten categories of verbal talk, Galloway recognized that gestures, facial expressions, and other non-verbal cues are vital components of classroom interaction. These cues often reinforce or contradict verbal messages, significantly impacting the classroom climate. By including both verbal and non-verbal analysis, Galloway's framework provides a much deeper and more nuanced understanding of classroom dynamics.

63. (A) Helping students use acquired knowledge in new situations.
The 'application' stage is the final step in the Herbartian teaching model, designed to help students utilize their newly acquired knowledge. At this stage, learners are given opportunities to apply facts, rules, or principles to solve new problems or complete practical tasks. This ensures that the learning is not just theoretical but has functional value. By applying what they have learned, students reinforce their understanding and demonstrate their ability to transfer knowledge from the classroom to real-world contexts.

64. (B) To provide a quantitative picture of interaction patterns.
In Flanders' Interaction Analysis System, the construction of an interaction matrix is essential for providing a quantitative summary of classroom communication. The matrix allows researchers to analyze the frequency and sequence of different verbal behaviors, such as teacher talk and student talk. It helps identify sustained patterns of interaction, the degree of teacher influence, and the level of student participation. This objective data is crucial for understanding the classroom climate and for providing feedback to teachers to improve their instructional practices.

65. (A) P-2, Q-3, R-1, S-4
Pedagogical analysis involves several distinct stages for effective curriculum transaction. The division of content involves breaking the unit into sub-units. The formulation of objectives involves specifying what learners will achieve. Selection of methods requires deciding on appropriate teaching-learning activities and materials. Finally, the choice of evaluation devices involves designing tools to check for the attainment of goals. Together, these steps provide a systematic framework that ensures the curriculum is

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The Herbartian model of teaching is primarily designed for the memory level of learning. It emphasizes a systematic and structured presentation of facts to help students store information effectively for later recall. The five steps—preparation, presentation, association, generalization, and application—are geared toward building a strong factual foundation. By focusing on the logical delivery of information, the model ensures that students can easily remember and reproduce the knowledge when required.

24. (A) Naturalization
In R.H. Dave's taxonomy of the psychomotor domain, naturalization represents the highest level of proficiency. At this stage, a physical skill has been practiced so extensively that it becomes automatic and can be performed with minimal conscious effort. The learner demonstrates high coordination and can adapt the skill to various situations effortlessly. This level signifies complete mastery, where the action is performed naturally and consistently with speed, accuracy, and professional finesse.

25. (C) Sets clear expectations and performance criteria for students.
Using rubrics for evaluating field engagement is beneficial because they establish clear, descriptive criteria for different levels of performance. Rubrics help students understand exactly what is expected of them and how their work will be assessed across multiple dimensions. This transparency reduces subjectivity in grading and provides students with valuable feedback for improvement. By defining quality standards beforehand, rubrics guide students toward achieving higher levels of competence during their experiential learning activities.

26. (A) P-3, Q-1, R-4, S-2
Assessment perspectives serve distinct purposes in education. Assessment for learning is formative, providing feedback to improve instruction. Assessment of learning is summative, used to certify competence at the end of a period. Assessment as learning focuses on developing students' metacognitive skills for self-monitoring. Diagnostic assessment aims to identify specific learning difficulties. Together, these perspectives provide a comprehensive framework for evaluating student progress, guiding instructional decisions, and fostering independent learning and self-regulation skills.

27. (D) Assessing achievement against specific, pre-defined standards.
Competency-based evaluation is an approach where student performance is measured against specific, pre-determined standards or competencies. Instead of comparing students to one another, this method focuses on whether an individual has mastered the required skills or knowledge. It emphasizes the demonstration of proficiency and allows for personalized learning paces. This type of evaluation ensures that every student reaches a certain level of expertise before progressing to more complex and challenging tasks.

28. (B) Developing an appreciation for classical music.
The affective domain in Krathwohl's taxonomy deals with emotions, values, attitudes, and appreciation. Developing an appreciation for classical music is a clear example of learning in this domain, as it involves an emotional response and the internalizing of aesthetic values. This is distinct from cognitive tasks like recalling dates or solving equations, and psychomotor tasks like typing. Affective learning focuses on how students feel about the subject matter and their willingness to participate.

29. (B) a, c, and d only
Malcolm Knowles' theory of andragogy highlights the unique characteristics of adult learners. Adults need to know why they are learning something before starting the process. Their extensive life experience serves as a rich resource for learning and should be integrated into the instruction. Additionally, adults prefer a problem-centered orientation, seeking practical solutions to real-life issues. Unlike children, adults have a self-concept of being self-directed and independent rather than dependent on others.

30. (D) Desirable changes in student behavior and achievement.
The product criterion in teacher evaluation focuses on the outcomes or results of the instructional process. It assesses teacher effectiveness by

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73. (C) Actively participates and reacts in some way.
The responding level is the second stage in Krathwohl's affective domain taxonomy. At this level, the learner is not just aware of a phenomenon but actively participates and reacts to it. This might involve volunteering for a task, participating in a discussion, or following rules willingly. Responding indicates a level of engagement and interest that goes beyond passive reception. It is a crucial step in the internalization process, as it shows the learner is beginning to value and interact with the subject matter.

74. (A) Designing a proposal for a new community garden.
Designing a proposal for a new community garden is an excellent example of an activity at the 'creating' level of Anderson and Krathwohl's taxonomy. This task requires students to put elements together in a new and original way to form a functional whole. It involves planning, synthesizing information, and generating a unique product. Higher-order thinking processes like this go beyond simple recall or application, demanding a high level of cognitive complexity and the ability to integrate diverse knowledge and skills.

75. (B) b, c, and d only
Competency-based evaluation is a criterion-referenced approach that focuses on the mastery of specific, pre-defined skills or knowledge. In this system, students are assessed against clear standards rather than their peers. A key feature is that learners can progress at their own pace, moving on to more advanced competencies only after demonstrating proficiency in the current ones. This personalized approach ensures that every student achieves a certain level of mastery, regardless of the time it takes to reach that goal.

76. (B) The degree of student-centeredness in teaching.
In Flanders' Interaction Analysis System, the ratio of indirect influence to direct influence (I/D ratio) is used to infer the degree of student-centeredness in the classroom. A higher ratio indicates that the teacher uses more indirect behaviors, such as accepting student ideas and praising, which fosters student participation. Conversely, a lower ratio suggest a more teacher-centered environment dominated by lecturing and giving directions. This quantitative measure provides valuable insights into the classroom climate and the teacher's instructional style and influence.

77. (C) Transformative intellectuals who are reflective.
Critical pedagogy suggests that teachers should become transformative intellectuals who are reflective about their practice and the social context of education. Rather than just being technicians who deliver a pre-set curriculum, they should examine the hidden biases and power structures within the educational system. By fostering critical consciousness in themselves and their students, these teachers can work toward social justice and equity. This role requires a deep commitment to reflection, dialogue, and the empowerment of all learners in their care.

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78. (C) Statement I is correct, but Statement II is incorrect.
Rubrics provide descriptive criteria for different levels of performance, making them a powerful tool for assessment and feedback. They articulate clear expectations for a given task, which helps students understand what high-quality work looks like. Therefore, Statement II is incorrect, as rubrics actually make expectations more transparent rather than unclear. By providing consistent standards for judgment, rubrics reduce subjectivity in grading and help students identify their own strengths and areas for improvement throughout the learning process.

79. (A) b, d, e, a, c
The Herbartian model of teaching consists of five formal steps that follow a logical chronological order for effective content delivery. The process begins with preparation to arouse interest and recall prior knowledge. This is followed by the presentation of new facts. The third step, association, involves connecting new and old ideas. Next, generalization helps students formulate general rules or principles from the information. Finally, application allows students to use the newly acquired knowledge in practical situations to reinforce their learning.

80. (B) Andragogy
Self-evaluation and peer evaluation are particularly emphasized in andragogy, the theory

freedom of action. Direct influence categories are teacher-centered and typically result in a more controlled classroom environment. Other direct categories include lecturing and criticizing. These behaviors contrast with indirect influences, such as praising or using student ideas, which encourage student participation and foster a more interactive atmosphere.

95. (B) b, c, and d only
Critical pedagogy is an educational philosophy rooted in the work of Paulo Freire that seeks to empower marginalized and oppressed groups. It encourages students to become active agents of social change by developing a critical consciousness of their reality. This approach is the opposite of the 'banking' concept of education, which views students as passive recipients of knowledge. By fostering questioning and dialogue, critical pedagogy aims to transform education into a practice of freedom, equity, and social justice for all learners.

96. (B) The teacher before, during, and after instruction.
The presage-process-product model offers a comprehensive framework for teacher evaluation by considering three distinct stages of instruction. Presage variables look at the teacher's characteristics and qualifications before teaching begins. Process variables focus on the actual classroom behaviors and instructional methods used during the lesson. Product variables assess the outcomes of teaching, such as student achievement and behavioral changes. Together, these criteria provide a holistic view of teacher effectiveness, accounting for the entire instructional cycle from preparation to final results.

97. (B) The demands of their social roles.
According to Malcolm Knowles' theory of andragogy, an adult's readiness to learn is closely linked to the demands of their evolving social roles. Adults become motivated to learn things they need to know or be able to do to cope effectively with their real-life situations. Whether it's starting a new job, becoming a parent, or taking on community responsibilities, these roles create a need for specific knowledge and skills. This social role orientation makes adult learning highly practical and goal-directed.

98. (C) Statement I is incorrect, but Statement II is correct.
Formative assessment is an ongoing process that provides continuous feedback to both teachers and students during instruction, aiming to modify teaching and learning for better results. This makes Statement II correct. However, diagnostic assessment is not conducted after instruction to assign grades; instead, it is typically used before or during instruction to identify specific learning difficulties. Assessment conducted after instruction for grading is known as summative assessment. Therefore, Statement I is incorrect, as it misidentifies the primary purpose and timing of diagnostic evaluation.

99. (A) c, e, b, f, d, a
Anderson and Krathwohl's revised cognitive taxonomy organizes thinking processes into a six-level hierarchy of increasing complexity. It begins with remembering, followed by understanding and applying. The next levels are analyzing and evaluating. The highest and most complex cognitive process is creating. This progression reflects how learners move from basic recall to higher-order thinking where they can critically assess information and produce original work. Each level builds upon the ones before it, providing a structured framework for setting instructional goals and assessments.

100. (D) Constructivism
Using guidance as a feedback device is most closely aligned with constructivism. This philosophy posits that learners actively construct their own knowledge through experience and reflection. Instead of providing direct answers, the teacher acts as a facilitator, offering suggestions and asking probing questions to help students find their own solutions. This approach encourages critical thinking and problem-solving, empowering learners to take responsibility for their own learning process. It views feedback as a formative tool that supports the active construction of understanding and mastery.

101. (C) Receiving
In Krathwohl's affective domain taxonomy, receiving is the lowest and most basic level of learning. It represents the learner's awareness of and willingness to attend to a particular

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identified several key assumptions about adult learners, including their need for self-direction, the role of their experience, and their problem-centered orientation to learning. His work has significantly influenced the field of adult education and continues to provide a framework for designing effective learning experiences for adults.

88. (C) a, b, and c only
Constructing an effective rubric involves several key steps that ensure it is a valuable assessment tool. The process begins with reflecting on the learning objectives to be measured. Then, distinct dimensions or criteria for performance are identified. Finally, descriptive levels of performance are defined for each criterion to provide clear standards. Unlike Statement d suggests, rubrics should be shared with students beforehand. This transparency helps learners understand the expectations and use the rubric for self-assessment and improvement throughout the task.

89. (C) Reflective level
The reflective level of teaching is characterized by inquiry, critical thinking, and the exploration of complex, often contradictory, information. When a teacher provides conflicting historical documents and asks students to formulate and defend their own interpretation, they are operating at this level. Students are encouraged to raise their own questions, develop hypotheses, and test them through logical reasoning. This approach fosters independence and deep cognitive engagement, as learners must navigate uncertainty and take responsibility for their own conclusions and intellectual development.

90. (A) Non-verbal communication
The key distinction between Galloway's system and Flanders' system of interaction analysis is the inclusion of non-verbal communication. While Flanders' original framework focuses exclusively on ten categories of verbal talk, Galloway recognized that non-verbal cues are powerful elements of classroom interaction. Gestures, facial expressions, and body language often provide significant meaning and influence the classroom climate. By incorporating these cues into the analysis, Galloway's system provides a more holistic and comprehensive understanding of the communication patterns between teachers and students.

91. (D) Certify learning and report to stakeholders.
Assessment of learning is a summative perspective focused on evaluating student achievement at the end of an instructional period. Its primary aim is to certify competence and provide a final measure of what has been learned. The results are typically reported to stakeholders, such as parents, administrators, or employers, often in the form of grades or certificates. While other types of assessment focus on improvement or self-monitoring, assessment of learning provides an official record of achievement against established standards.

92. (B) Follows directions and observes to repeat an action.
In R.H. Dave's psychomotor domain taxonomy, imitation is the first and most basic level of skill development. At this stage, the learner observes a demonstration of a physical action and attempts to copy it. The focus is on following directions and repeating the observed behavior, often with limited precision or fluidity. Imitation is a crucial step in learning any motor skill, as it provides the foundational experience needed to progress to more independent and refined levels of performance and mastery.

93. (C) Demonstrate the ability to plan and deliver a lesson.
A competency-based evaluation system focuses on the practical demonstration of specific skills and knowledge rather than just theoretical understanding. For a pre-service teacher, this would involve assessing their ability to actually plan and deliver an effective lesson in a classroom setting. Instead of relying solely on written exams, this approach requires the learner to prove their proficiency through performance. This ensures that the teacher candidate has mastered the core competencies necessary for successful professional practice before being certified.

94. (D) Giving directions or commands.
In Flanders' Interaction Analysis System, giving directions or commands is classified as a direct influence behavior by the teacher. This category involves the teacher telling students what to do or providing specific instructions that limit their

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122. (A) Both A and R are true and R is the correct explanation of A.
Self-evaluation and peer evaluation are vital assessment tools in andragogy because they align with the self-directed nature of adult learners. Adults benefit from critically assessing their own work and that of their peers against clear criteria. This process fosters reflection, metacognition, and professional responsibility. By engaging in these evaluations, adult learners can gain deep insights into their own learning progress and contribute to a collaborative educational environment. These methods empower adults to take an active role in their own assessment and improvement.

123. (D) A capacity developed through practice and support.
The dynamic model of learner autonomy views independence in learning as a capacity that is developed through ongoing practice and appropriate support. It is not an absolute state or an innate trait but something that can be nurtured in all learners. By providing opportunities for students to exercise control over their learning and by offering guidance, educators can help them build the skills needed for self-regulation. This model recognizes that autonomy is a lifelong developmental journey influenced by various situational and personal factors.

124. (B) Timely, specific, and focused on the task.
Guidance is most effective as a feedback device when it is timely, specific, and focused on the task at hand. Instead of providing general comments or waiting until the end of a semester, the teacher offers descriptive information that helps the student improve immediately. By pointing out specific strengths and areas for growth, this approach empowers learners to make informed adjustments to their work. This formative strategy supports student development and ensures that learning objectives are met through a constructive and supportive process.

125. (A) P-3, Q-2, R-4, S-1
Different domains and levels of learning are illustrated by specific behavioral examples. Applying in the cognitive domain involves using a mathematical formula to solve a problem. Valuing in the affective domain is shown by demonstrating a commitment to democratic principles. Manipulation in the psychomotor domain occurs when a student assembles an apparatus following instructions. Finally, analyzing in the cognitive domain involves differentiating between relevant and irrelevant information. These examples highlight the diverse ways in which learning is expressed across cognitive, affective, and physical dimensions.

126. (D) To identify the key criteria of the performance.
The first step in constructing a rubric for peer evaluation is to identify the key criteria that define a successful performance. These criteria describe what aspects of the work will be assessed, such as accuracy, clarity, or organization. By establishing these standards beforehand, the teacher ensures that the evaluation is focused and fair. Sharing these criteria with students helps them understand the expectations and enables them to provide meaningful and consistent feedback to their peers, fostering a collaborative and transparent learning environment.

127. (A) Initiates talk with another student
Flanders' Interaction Analysis System categorizes classroom communication into teacher talk, student talk, and silence. Teacher talk includes categories such as praising or encouraging, asking questions, and criticizing or justifying authority. However, initiating talk with another student is classified as student talk, not teacher talk. Flanders' framework is designed to specifically analyze how the teacher influences the classroom climate through their verbal communication and how students respond to or initiate talk within that environment. This allows for a detailed quantitative analysis of classroom dynamics.

128. (B) b, c, and d only
The reflective level of teaching is centered on inquiry and problem-solving rather than rote memorization. Key activities include identifying and defining a problem, formulating a hypothesis to solve it, and collecting and analyzing data to test that hypothesis. These steps mirror the scientific method and foster higher-order thinking and critical analysis. At this level, students take an active role in their own learning, while the teacher acts as a facilitator. Presenting facts for memorization is characteristic of the lower memory level of teaching.

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phenomenon or stimulus. At this stage, the student is simply open to information or experiences, showing a baseline level of receptivity. This level is the essential first step toward deeper emotional and value-based engagement, which eventually leads to responding, valuing, and the ultimate internalization of attitudes and beliefs into one's character.

102. (A) Both A and R are true and R is the correct explanation of A.
The reflective level of teaching requires an open and flexible classroom environment to foster inquiry and problem-solving. At this level, students are encouraged to explore complex problems and the teacher acts as a facilitator rather than a primary source of authority. A rigid, teacher-dominated structure would inhibit the students' ability to think critically and take ownership of their learning. Therefore, a democratic and supportive atmosphere is essential for the reflective process, where dialogue and independent investigation are highly valued.

103. (D) Students engaging in deep, individualized study.
Assimilation is the third stage in Morrison's teaching model for the understanding level. During this stage, students engage in deep, individualized study to internalize the material presented by the teacher. They work with various resources, complete tasks, and perform experiments to master the concept. The teacher's role is to provide guidance and ensure that students are actively processing the information. This step is crucial for moving from initial exposure toward complete mastery and understanding of the unit's key principles.

104. (A) Determining appropriate instructional objectives.
A key step in pedagogical analysis is determining appropriate instructional objectives for a specific unit of study. This involves defining what the students should know and be able to do after the instruction is complete. By setting clear goals, teachers can plan their teaching strategies and select the most effective evaluation tools. This systematic process ensures that the instruction is purposeful and focused on achieving meaningful learning outcomes, providing a solid foundation for all other stages of the pedagogical planning process.

105. (B) P-2, Q-3, R-4, S-1
Andragogy is built upon several core principles regarding the nature of adult learners. Their self-concept moves from dependency toward self-directedness. Experience becomes a rich resource for learning that should be integrated into instruction. Readiness to learn develops from the specific tasks associated with their social roles. Finally, their orientation to learning shifts from being subject-centered to problem-centered, seeking practical knowledge. These principles recognize adults as independent, experienced, and goal-oriented learners who require a different instructional approach than children.

106. (A) It is effectively assessed using rubrics defining criteria.
Assessing field engagement, which involves experiential learning outside the traditional classroom, is most effective when using rubrics with clearly defined criteria. Rubrics provide a structured way to evaluate various dimensions of student performance, such as professionalism, application of theory, and quality of reflection. This approach reduces subjectivity and gives students specific feedback on their strengths and areas for improvement. By defining quality standards beforehand, educators can ensure that the assessment is fair and focused on the intended learning outcomes.

107. (D) Building an internally consistent value system.
The organization level of Krathwohl's affective domain involves building an internally consistent value system. At this stage, the learner prioritizes different values, resolves conflicts between them, and begins to develop a personal philosophy. This process of synthesizing and organizing values is essential for developing a stable character and making consistent ethical choices. It represents a significant step in the internalization process, moving beyond individual responses and valuations toward a more coherent and integrated set of personal beliefs and attitudes.

108. (B) b, c, and d only
The memory level of teaching is characterized by several key features that focus on the rote

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learning of facts. The teacher plays a primary and active role, directing the instructional process, while students are relatively passive. The subject matter is typically well-structured and factual, designed for easy recall. Motivation is often extrinsic, relying on external rewards or pressures rather than internal interest. This level does not encourage insight or deep understanding, which are characteristics of higher teaching levels like understanding and reflection.

109. (C) To help connect educational theory with practice.
In teacher education, a reflective journal is an invaluable tool for helping pre-service teachers connect educational theory with their practical experiences in the classroom. By documenting their observations and analyzing their teaching efforts, they can see how theoretical concepts apply to real-world situations. This process fosters metacognition and critical thinking, encouraging future educators to refine their practices based on reflection. It serves as a personal record of professional growth and a means of developing a more nuanced understanding of the teaching-learning process.

110. (D) A non-verbal, direct behavior.
In Galloway's system of interaction analysis, a teacher frowning at a student's response is coded as a non-verbal, direct behavior. Frowning is a non-verbal cue that expresses disapproval or criticism, effectively limiting student participation or correcting behavior. Like direct verbal categories, this action reinforces teacher authority and can create a more restrictive classroom climate. Galloway's inclusion of non-verbal cues provides a more detailed picture of how teachers influence classroom dynamics through their facial expressions and body language, not just their words.

111. (A) Assessment as Learning
Assessment as learning is a student-centered perspective that emphasizes the development of metacognition and self-regulation. It is most closely aligned with students taking responsibility for their own education by monitoring their progress and reflecting on their learning strategies. By engaging in self-assessment, learners become more aware of their own strengths and weaknesses. This process fosters a sense of ownership and prepares students for lifelong learning by teaching them how to evaluate and improve their own performance independently.

112. (B) A purposeful collection demonstrating achievement.
A portfolio is best described as a purposeful and systematic collection of student work that demonstrates achievement, growth, and reflection over a period of time. Unlike a random folder of tests, a portfolio is carefully curated to showcase the student's best efforts and their progress toward learning goals. It often includes self-reflections, providing deep insights into the student's own journey and understanding. This makes the portfolio an authentic and comprehensive tool for evaluating diverse skills and long-term academic and personal development.

113. (B) Has become automatic and effortless.
Naturalization is the highest level of R.H. Dave's psychomotor domain, representing complete mastery of a physical skill. At this stage, the action has been practiced so extensively that it becomes automatic and can be performed with minimal conscious thought. The learner demonstrates high coordination and can adapt the skill to various situations effortlessly and consistently. This level of proficiency signifies that the skill is fully integrated into the learner's behavioral repertoire, allowing them to perform at a professional or expert level.

114. (A) The improvement in student scores on standardized tests.
The product criteria for teacher evaluation focus on the measurable outcomes of the instructional process. Specifically, it looks at the results of teaching, such as the improvement in student scores on standardized tests and other assessments. This criterion assesses teacher effectiveness by evaluating the impact on student learning and achievement. While it provides clear data, it is often criticized for failing to account for external factors beyond the teacher's control. Nonetheless, it remains a common measure of teacher accountability in many educational systems.

115. (C) a, b, and d only

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The understanding level of teaching, as proposed by Morrison, aims for concept mastery and seeing relationships between facts. It provides significantly more opportunities for student participation than the memory level, as students must explain concepts and apply them. However, evaluation is not based on rote recall, but on the demonstration of deep understanding. It is also not the highest level of teaching, as the reflective level represents a higher stage of cognitive complexity. This level serves as an important bridge for academic development.

116. (D) To foresee learning difficulties and plan strategies.
Pedagogical analysis is a proactive process that helps teachers foresee potential learning difficulties and plan effective instructional strategies to address them. By breaking down the content and setting clear objectives, educators can identify areas that might be challenging for students. This allows for the selection of appropriate teaching methods and materials to facilitate better understanding. Ultimately, pedagogical analysis ensures that the curriculum transaction is well-organized and targeted toward meeting the diverse needs of all learners in the classroom.

117. (C) To provide a quantitative picture of classroom verbal behavior.
The primary purpose of an interaction matrix in Flanders' system is to provide a quantitative and objective summary of classroom verbal behavior. By plotting coded observations into the matrix, researchers can analyze the sequence and frequency of interactions between the teacher and students. This data reveals sustained patterns of communication, the degree of teacher influence, and the level of student participation. The matrix is a powerful tool for understanding classroom climate and for providing evidence-based feedback to improve instructional communication.

118. (C) Statement I is incorrect, but Statement II is correct.
Competency-based evaluation is a criterion-referenced approach, meaning that student performance is measured against pre-set standards rather than other students. Therefore, Statement I is incorrect, as it is not a norm-referenced approach. Statement II is correct, as the focus is on what an individual can do in relation to these criteria, regardless of peer performance. This method ensures that every learner achieves mastery of the required competencies at their own pace, fostering a more personalized and effective educational experience.

119. (D) Self-directed learning
Helping a student frame their learning goals and plan the steps to achieve them is a key competency of self-directed learning. This process empowers learners to take responsibility for their own educational journey. By identifying their own needs and resources, students become more engaged and motivated. This approach is central to andragogy, where adult learners are encouraged to become independent and autonomous. Fostering self-directedness prepares individuals for lifelong learning by teaching them how to manage their own intellectual and professional development.

120. (A) Presage, Process, and Product.
Teacher evaluation is often conducted using the three categories of presage, process, and product criteria. Presage criteria examine the teacher's background and characteristics before they start teaching. Process criteria focus on actual classroom behaviors and instructional methods used during the lesson. Product criteria measure effectiveness based on student learning outcomes and achievement. This comprehensive framework allows for a holistic assessment of a teacher's competence, instructional quality, and overall impact, covering the entire cycle from preparation to final results.

121. (C) Connecting new ideas with old ones for knowledge systems.
In the Herbartian teaching model, the association stage is crucial for helping students connect new ideas with their previously learned knowledge. By identifying similarities and differences, learners can integrate new information into their existing cognitive structures. This process of association helps in building coherent knowledge systems rather than just memorizing isolated facts. It is an essential step for developing a deeper and more organized understanding of the subject matter, providing a foundation for subsequent stages like generalization and practical application.

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of adult learning. Adult learners are typically self-directed and bring a wealth of experience to the classroom, making them capable of assessing their own progress and that of their peers. These assessment methods foster a sense of responsibility and encourage metacognition and reflection. By using clear criteria and descriptive feedback, adult learners can gain deep insights into their own performance and identify areas for further professional or personal growth.

81. (B) Ascertain existing knowledge and experiences.
Exploration is the first step in Morrison's teaching model for the understanding level. Its primary aim is to ascertain the students' existing knowledge and experiences related to the new unit. By conducting this initial inquiry, the teacher can identify any misconceptions and determine the appropriate starting point for instruction. This step ensures that the new content is introduced in a way that is relevant to the students' prior learning, facilitating a more effective and meaningful understanding of the material.

82. (A) Both A and R are true and R is the correct explanation of A.
Portfolios are considered an authentic form of assessment because they document student growth and the learning process over time. Unlike a single test, a portfolio provides a comprehensive view of a student's achievements in a context that is meaningful to the learner. It allows for the evaluation of diverse skills and encourages student self-reflection on their work. By showcasing a collection of best work and progress, portfolios provide a holistic and nuanced picture of student competence and development.

83. (C) Systematic, category-based coding at intervals.
Recording classroom events for interaction analysis requires a systematic approach where an observer codes verbal behaviors using specific categories at regular intervals. In Flanders' system, for example, the behavior is noted every three seconds. This objective, category-based coding provides a quantitative record of the classroom interactions between the teacher and students. The data is then used to construct an interaction matrix, which helps researchers identify patterns of communication and assess the classroom climate and the degree of teacher influence.

84. (D) Analyzing
Analyzing is a cognitive process in Anderson and Krathwohl's taxonomy that involves breaking information into its constituent parts. The learner must determine how these parts relate to one another and to an overall structure or purpose. This level of thinking requires students to distinguish between different elements, organize them, and attribute underlying values or biases. Analyzing goes beyond simple understanding by requiring a deeper exploration of the internal structure and organization of the material being studied.

85. (B) P-2, Q-3, R-4, S-1
Different types of assessment serve specific purposes throughout the instructional process. Placement assessment, like a pre-test, is used to assign students to appropriate levels. Formative assessment, such as asking questions during a lesson, provides ongoing feedback. Diagnostic assessment, like specialized tests for reading problems, identifies the root causes of learning difficulties. Finally, summative assessment, such as a final exam, evaluates learning at the end of a unit. Together, these tools provide a comprehensive framework for monitoring and evaluating student achievement.

86. (B) Standardized Achievement Test
Feedback devices are tools designed to provide descriptive information to learners about their performance to help them improve. Reflective journals, portfolios, and rubrics are all excellent examples of such devices, as they encourage reflection and provide detailed criteria for success. In contrast, a standardized achievement test is primarily a summative evaluation tool used to rank students or measure final learning outcomes. While it provides a score, it often lacks the specific, ongoing, and descriptive feedback necessary to guide learning in real-time.

87. (D) Malcolm Knowles
Malcolm Knowles is the primary figure responsible for popularizing the term andragogy in North America. He developed a comprehensive theory of adult learning that emphasizes the differences between how adults and children learn. Knowles

129. (B) The attainment of mastery of a concept.
The primary focus of Morrison's teaching model is the attainment of mastery of a concept or unit of study. This approach, designed for the understanding level of teaching, ensures that all students achieve a deep and functional understanding of the material. The five steps—exploration, presentation, assimilation, organization, and recitation—are systematically structured to move students from initial inquiry to final mastery. By focusing on deep conceptual understanding rather than just recall, the model prepares students for higher-order thinking and application of knowledge.

130. (A) Pedagogical soundness
Assessing a teacher's ICT resource on its ability to engage students and adapt to different learning styles falls under the criterion of pedagogical soundness. This criterion evaluates how well the technology supports established learning principles and instructional goals. A pedagogically sound resource should facilitate active learning, provide appropriate challenges, and meet the diverse needs of all students. While technical stability and content accuracy are also important, pedagogical soundness ensures that the technology effectively enhances the teaching-learning process and helps achieve intended learning outcomes.

131. (C) Formative and self-assessment.
A reflective journal is primarily a tool for formative and self-assessment. It provides a structured space for students to document their learning experiences and reflect on their progress, challenges, and understanding. This process fosters metacognition and self-awareness, helping learners take responsibility for their own development. While it can also be used for peer feedback, its main value lies in providing ongoing information that helps both students and teachers improve the learning process throughout the course. It is not designed for placement or high-stakes summative grading.

132. (D) The teacher's academic qualifications.
The presage criterion for teacher evaluation focuses on the characteristics and background of the teacher before the actual instructional process begins. This includes factors such as the teacher's academic qualifications, professional training, and years of experience. These variables are seen as predictors of instructional effectiveness. Unlike process criteria, which focus on classroom behaviors, or product criteria, which focus on student outcomes, presage criteria assess the teacher's professional preparation and personality traits. This provides an indication of their potential to be an effective and competent educator.

133. (C) Making judgments based on standards.
In Anderson and Krathwohl's revised cognitive domain taxonomy, the process of evaluating involves making judgments based on specific standards or criteria. This level of thinking requires students to critique, judge, or check the value or quality of information, ideas, or products. It is a higher-order cognitive process that goes beyond simple application or analysis, as it demands the ability to weigh evidence and justify a particular stand or decision. Evaluating is an essential skill for critical thinking and informed decision-making in various academic and professional contexts.

134. (B) Lecturing
In Flanders' Interaction Analysis System, lecturing is an example of direct influence by the teacher. This category involves the teacher providing information, facts, or their own opinions to the students, thereby dominating the verbal interaction. Direct influence behaviors are teacher-centered and tend to limit the opportunities for students to initiate or respond. In contrast, behaviors like praising student responses or using student ideas are classified as indirect influences, which encourage more student participation and foster a more open and interactive classroom climate.

135. (C) a, c, and e only
Malcolm Knowles' theory of andragogy is based on several key assumptions about adult learners. Adults have a deep need to be self-directing and take responsibility for their own learning. Their readiness to learn is often linked to the demands of their social roles and real-life situations. Furthermore, adults approach learning with a problem-centered orientation rather than a subject-centered one. They are primarily motivated by internal factors, and their own rich

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life experiences are more valuable resources for learning than the teacher's experience alone.

136. (A) Affective
Characterization by a value or value complex is the highest and most complex level of the affective domain. At this stage, the learner has fully internalized a set of values, which now consistently guide their behavior and define their character. This level represents the ultimate goal of affective learning, where attitudes and beliefs are no longer just responses to stimuli but are integral parts of the individual's personality. This domain focuses on the emotional and value-based aspects of learning, distinct from cognitive or physical skill development.

137. (C) Morrison Teaching Model
The Morrison teaching model is explicitly structured around five systematic steps: exploration, presentation, assimilation, organization, and recitation. This model is designed for the understanding level of teaching, where the goal is the complete mastery of a concept or unit. Each step follows a logical sequence to move students from initial inquiry to final demonstration of understanding. This structured approach ensures a thorough and effective curriculum transaction, facilitating a deep and functional mastery of the subject matter for all learners in the classroom.

138. (B) Both Statement I and Statement II are incorrect.
Both statements are incorrect because they swap the definitions of assessment perspectives. Assessment of learning is actually summative and is used to certify competence at the end of a unit. In contrast, assessment for learning is formative and is used to guide instruction and provide feedback during the learning process. These perspectives serve different but complementary roles in education, with one focusing on final achievement and the other on ongoing improvement. Understanding these differences is crucial for effective instructional planning and student evaluation.

139. (D) product criteria
When a teacher uses a rubric to assess a student's oral presentation, they are applying product criteria for evaluation. This criterion focuses on the final outcome or result of the learning task. The rubric provides specific standards for judging the quality of the presentation, such as clarity, content, and delivery. By evaluating the end product, the teacher can determine how well the student has achieved the intended learning objectives. This approach provides a clear measure of achievement and helps identify areas for further development.

140. (B) To equip teachers to examine hidden biases.
Critical pedagogy is essential in teacher education because it equips future educators to examine the hidden biases and power structures within the educational system. It encourages teachers to question the neutrality of curriculum and to recognize how social inequalities are often reinforced in the classroom. By fostering this critical awareness, teachers can work toward creating more inclusive and equitable learning environments. This approach empowers both teachers and students to challenge the status quo and work together for social justice and transformative action.

141. (C) Formulate rules from learned particulars.
The step of generalization in the Herbartian teaching model is designed to help students formulate general rules, principles, or concepts from the specific facts and particulars they have learned. By analyzing the relationship between different ideas, students can reach a broader understanding of the subject matter. This cognitive process helps in organizing knowledge into coherent systems, making it easier to remember and apply. Generalization serves as a bridge between simple presentation and the final practical application of knowledge in new and diverse situations.

142. (A) Both A and R are true and R is the correct explanation of A.
Competency-based evaluation focuses on the demonstrated mastery of specific skills and knowledge rather than the amount of time spent in a course. This approach allows learners to progress at their own pace, moving on to more advanced competencies only after they have proven their proficiency in the current ones. By prioritizing mastery over time, this method ensures that every student reaches a high level of expertise. This personalized and flexible

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approach is particularly effective for professional training and adult education where practical skills are paramount.

143. (A) Andragogy
The dynamic model of learner autonomy is a concept most closely related to andragogy, the theory of adult learning. It posits that independence in learning is a fluid capacity that fluctuates based on the learner's control over cognitive, metacognitive, and motivational processes. This model recognizes that adult learners are inherently self-directed but may require different levels of support depending on the situation and the task. Developing learner autonomy is a core goal of andragogical practice, empowering adults to take full responsibility for their educational journey.

144. (B) Precision
In R.H. Dave's psychomotor domain taxonomy, precision is the level where the learner can perform a physical task with a high degree of accuracy and control. While the movements are correct and refined, they have not yet become fully automatic or effortless. This stage requires significant practice and conscious attention to detail. Precision represents a higher level of skill development than simple manipulation, as the focus shifts toward achieving exactness and proficiency in the execution of the motor act before it reaches the final level of naturalization.

145. (C) P-4, Q-1, R-3, S-2
Classroom interaction analysis involves various systems and concepts to understand communication patterns. Flanders' system focuses on ten categories of verbal behavior, while Galloway's system extends this by including non-verbal communication. An interaction matrix is a grid used to plot the sequence of these coded events for quantitative analysis. Indirect influence, a key concept in Flanders' system, includes behaviors like accepting or using the ideas of students. Together, these tools provide a detailed and objective picture of classroom climate and the degree of teacher influence.

146. (A) Evaluating
A student who can justify a stand or decision is operating at the evaluating level of Anderson and Krathwohl's cognitive taxonomy. This level involves making judgments based on specific criteria and standards. It requires the learner to check, critique, and judge the value of information or a particular point of view. Evaluating is a high-order cognitive process that demands critical thinking and the ability to weigh evidence logically. By justifying their position, the student demonstrates a deep engagement with the material and the ability to defend their reasoning.

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147. (C) Intrinsic, based on self-esteem.
A key principle of andragogy is that adult learners are primarily driven by intrinsic motivation. While external factors like grades or career advancement can play a role, the most potent motivators are internal, such as increased self-esteem, quality of life, and the satisfaction of achieving personal goals. Adults are motivated to learn when they see the value and relevance of education to their own lives and identities. This intrinsic focus makes adult learning highly personal and deeply connected to the individual's sense of self and purpose.

148. (C) a, b, and c only
Rubrics are powerful assessment tools that articulate gradations of quality for a given task, helping make the grading process more objective and consistent. They are highly useful for self-assessment and peer-assessment, as they provide clear criteria for judgment. Unlike what is suggested in Statement d, rubrics should be shared with students from the beginning. This transparency ensures that learners understand the expectations and can use the rubric to guide their own progress. Rubrics empower students to take an active role in their own learning and evaluation.

149. (C) Problematic situation for investigation.
The syntax of the reflective level of teaching, as proposed by Bigge and Hunt, involves creating a problematic situation for investigation. Instead of just providing facts, the teacher presents a challenge or a dilemma that requires students to think critically and solve problems. This approach fosters inquiry, hypothesis formulation, and data collection. By navigating these problematic situations, learners develop their problem-solving capacities and critical consciousness. This student-centered environment encourages

independence and a deep engagement with complex, real-world issues through a democratic and supportive classroom climate.

150. (B) 3 seconds
In Flanders' Interaction Analysis System, the process of recording classroom events involves a trained observer noting the appropriate category of verbal behavior every three seconds. This frequent and systematic coding ensures a detailed and accurate representation of the dynamic interactions between the teacher and students. The data collected at these short intervals is then used to construct an interaction matrix for quantitative analysis. This high-frequency sampling allows researchers to identify subtle shifts in communication and to gain a precise understanding of the classroom climate and influence.

151. (D) An educational philosophy of social critique.
Critical pedagogy is an educational philosophy that emphasizes social critique and the transformative power of education. It encourages students to examine and challenge the social, political, and economic power structures that shape their lives. Rooted in the work of Paulo Freire, this approach aims to develop critical consciousness and empower marginalized groups to work for social justice and equity. It views teaching and learning as political acts intended to promote liberation and democratic participation rather than just the passive transmission of established knowledge.

152. (A) Attaches worth to a particular behavior.
The valuing level in Krathwohl's affective domain taxonomy signifies that the student has attached worth or value to a particular object, phenomenon, or behavior. At this stage, the learner is not just aware of something or responding to it; they are now demonstrating a commitment or a preference. Valuing is a crucial step in the internalization process, where attitudes and beliefs begin to influence the learner's choices and actions. It reflects a growing internal consistency and a personal dedication to the values being learned and integrated.

153. (C) The brand of the computer used for creation.
When assessing a teacher-prepared PowerPoint presentation, several criteria are essential, such as content accuracy, alignment with learning objectives, and the clarity of visuals. These factors directly affect the quality of instruction and student understanding. However, the brand of the computer used for creation is the least relevant criterion, as it has no impact on the pedagogical effectiveness or the quality of the resource itself. Evaluation should focus on the resource's ability to facilitate learning rather than the hardware used to produce it.

154. (A) A complete dependence on the teacher.
Self-directed learning is characterized by the learner's ability to take responsibility for their own education, which is the opposite of a complete dependence on the teacher. Key competencies of self-directed learners include the ability to diagnose their own learning needs, identify appropriate human and material resources, and evaluate their own learning outcomes. This approach is central to andragogy, where adult learners are encouraged to become independent and autonomous. Dependence on an instructor for all tasks inhibits the development of the self-regulatory skills needed for lifelong learning.

155. (A) a, b, c, and d only
A portfolio is a systematic and purposeful collection of student work that showcases achievement and growth over time. It provides a holistic view of the learner's journey and often includes self-reflection, allowing students to analyze their own progress and understanding. This authentic assessment tool is used across various subjects to evaluate diverse skills and competencies. While it can be used for artistic work, its application is much broader, serving as a comprehensive record of academic achievement and personal development in many different educational and professional contexts.

156. (B) Observing instruction using Galloway's system.
The process criteria for teacher evaluation focus on the actual behaviors and methods used during instruction. This is best assessed by directly observing the teacher in the classroom using a systematic framework like Galloway's system of interaction analysis. This tool allows evaluators to analyze both verbal and non-verbal communication patterns and the overall quality of teacher-student interaction. Unlike

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reviewing qualifications or final exam scores, direct observation provides real-time data on the teaching-learning process, offering deep insights into the teacher's professional practice and instructional effectiveness.

157. (C) Rote learning and recall
The memory level of teaching focuses primarily on rote learning and the verbatim recall of factual information. At this level, the teacher plays a dominant role, and students are expected to passively receive and memorize the material. The goal is the efficient storage of facts for later reproduction, rather than deep understanding or critical analysis. While it provides a foundational knowledge base, it is the most basic level of instruction and does not encourage higher-order thinking skills like problem-solving, reflection, or concept mastery.

158. (A) Both Statement I and Statement II are correct.
Andragogy and pedagogy represent different philosophical approaches to teaching and learning. In andragogy, which is tailored for adults, the teacher acts as a facilitator or resource person, supporting the learner's self-directed journey. In contrast, traditional pedagogy, often used for children, views the teacher as the primary source of knowledge and authority, directing all aspects of the instructional process. Both statements accurately reflect these differing roles, highlighting the shift from a teacher-centered model to a more collaborative and learner-centered approach as individuals mature and gain experience.

159. (A) Assessment as learning
Thinking about one's own thinking and learning process is a core aspect of metacognition, which is central to assessment as learning. This perspective empowers students to monitor their own progress and reflect on their learning strategies. By engaging in self-assessment, learners gain a deeper understanding of their own strengths and weaknesses and take greater responsibility for their own education. This ongoing reflection fosters a sense of ownership and prepares students for lifelong learning by teaching them how to evaluate and improve their own intellectual performance independently.

160. (B) "What are the ethical implications of genetic engineering?"
A question about the ethical implications of genetic engineering is highly suitable for the reflective level of teaching. This level focuses on inquiry, critical thinking, and the exploration of complex, real-world problems. Such questions require students to think deeply, analyze different perspectives, and formulate their own reasoned conclusions. Unlike simple recall or explanation questions, this inquiry-based approach fosters independence and a critical consciousness. It encourages learners to engage with the social and ethical dimensions of knowledge, moving beyond the mastery of facts to higher-order analysis and reflection.

161. (B) Combine actions in a coordinated manner.
In R.H. Dave's psychomotor taxonomy, articulation refers to the learner's ability to combine multiple physical actions in a smooth and coordinated manner. At this stage, the focus is on achieving harmony and sequence between different motor skills to perform a complex task effectively. This level represents a higher degree of proficiency than simple precision, as it requires the integration of various movements into a unified and purposeful action. Articulation is a crucial step toward achieving the final level of naturalization, where the skill becomes automatic and effortless.

162. (C) A is true but R is false.
Flanders' Interaction Analysis is indeed a tool for evaluating the quantity and quality of verbal interaction in the classroom, which makes Assertion A true. However, Reason R is false because Flanders' original ten-category system focuses exclusively on verbal communication and does not incorporate non-verbal cues. Galloway's system was later developed specifically to add that non-verbal dimension. Flanders' system provides a structured way to analyze teacher and student talk, but it is limited by its exclusion of the powerful non-verbal aspects of classroom interaction and climate.

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163. (C) Identify causes of persistent learning problems.
The primary goal of a diagnostic assessment is to identify the root causes of persistent learning problems that students encounter.

structure and organization of the information being studied, fostering critical thinking and detailed examination.

177. (B) Learners provide experience-based feedback.
Peer evaluation is a valuable method in andragogy because adult learners bring a wealth of life and professional experience to the classroom. This allows them to provide practical, experience-based feedback to their peers, which is often highly relevant and meaningful. By engaging in this process, adults can learn from each other's perspectives and insights, fostering a collaborative and supportive learning environment. Peer evaluation also encourages reflection and metacognition, empowering learners to take an active role in the assessment process and to benefit from the diverse expertise within the group.

178. (C) Statement I is incorrect, but Statement II is correct.
The Herbartian model is primarily designed for the memory level of teaching and is not suitable for complex problem-solving. Therefore, Statement I is incorrect. In contrast, the Bigge and Hunt model is specifically designed for the reflective level of teaching, which focuses on inquiry, hypothesis testing, and problem-solving. This makes Statement II correct. Reflective teaching requires a more open and student-centered approach than the structured, teacher-led Herbartian model, which focuses on the systematic delivery of facts for rote memorization and recall by students.

179. (C) Non-verbal behavior
Galloway's system of interaction analysis is an extension of Flanders' system because it adds specific categories for non-verbal behavior. While Flanders' original framework focuses exclusively on ten categories of verbal talk, Galloway recognized that non-verbal cues, such as gestures and facial expressions, are powerful elements of classroom communication. These cues can reinforce, contradict, or provide additional meaning to verbal messages, significantly affecting the overall classroom climate and student engagement. By incorporating non-verbal analysis, Galloway's framework provides a more holistic and comprehensive understanding of the dynamic interactions between teachers and students.

180. (D) Summative Assessment
A final project that requires students to design and build a working model is an example of summative assessment. Its primary purpose is to evaluate the student's mastery of the concepts and skills taught across a unit or course. The results are typically used for grading and to certify that the student has achieved the intended learning outcomes. Unlike formative assessments that provide ongoing feedback during learning, summative assessments are conducted at the end to provide a final measure of achievement and competence in a high-stakes context.

181. (C) Division of matter into units and sub-units.
The first stage of pedagogical analysis is the systematic division of the subject matter into manageable units and sub-units. This structural breakdown allows the teacher to plan the instructional process more effectively and ensure a logical flow of content. By organizing the material beforehand, educators can better align each unit with specific learning objectives and appropriate teaching strategies. This initial step provides a solid foundation for all subsequent stages of pedagogical planning, ensuring that the curriculum transaction is well-organized and that all essential components are covered.

182. (A) Both A and R are true and R is the correct explanation of A.
In critical pedagogy, the curriculum is not seen as a neutral body of knowledge but as something that reflects the interests and values of the dominant culture. This philosophy posits that education is inherently political and that learners should critically examine the biases and power structures embedded in what they are taught. By questioning the 'official' knowledge, students can develop a critical consciousness and work toward social justice and equity. This approach encourages teachers and students to challenge the status quo and seek transformative educational experiences.

183. (D) Creating
In Anderson and Krathwohl's revised cognitive domain, creating represents the highest and most complex level of thinking. This stage involves

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170. (A) Process criteria
Interaction analysis is a tool for teacher evaluation that falls under the process criteria. This criterion focuses on the actual behaviors, methods, and communication patterns that occur within the classroom during instruction. By using systems like Flanders' or Galloway's, evaluators can objectively analyze teacher-student interactions and the overall quality of the teaching-learning environment. Unlike product criteria, which measure outcomes like test scores, process criteria provide direct insights into the teacher's professional practice and their ability to engage and influence students effectively in real-time.

171. (D) Applying
The final step in the Herbartian teaching model, application, is analogous to the cognitive process of applying in Anderson and Krathwohl's taxonomy. Both involve using newly acquired knowledge, facts, or principles in new and practical situations to solve problems or complete tasks. This stage ensures that the learning is not just theoretical but has functional value and can be transferred beyond the immediate instructional context. By applying what they have learned, students reinforce their understanding and demonstrate their ability to use information in a meaningful and productive way.

172. (B) Learner control is a context-dependent variable.
The central idea of the dynamic model of learner autonomy is that independence in learning is not a fixed trait but a capacity that varies depending on the context. Learner control over cognitive, metacognitive, and motivational processes is a dynamic variable that can fluctuate based on the task, the environment, and the support provided. This model recognizes that all learners have the potential for autonomy, which can be nurtured through practice and appropriate guidance. It emphasizes the fluid interaction between the learner's internal processes and the external educational situation.

173. (C) It is descriptive and helps the learner improve.
A key feature of guidance as a feedback device is that it is descriptive and aimed at helping the learner improve their performance. Instead of being judgmental or just providing the final answer, the teacher offers specific information about what was done well and what needs further development. This approach encourages critical thinking and problem-solving, empowering students to take responsibility for finding their own solutions. By focusing on the task and the process, this formative strategy supports student growth and leads to a deeper understanding and mastery.

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174. (D) Valuing
When a student voluntarily engages with a topic because they find it interesting, they are demonstrating the valuing level of the affective domain. At this stage, the learner has attached worth to the subject matter and shows a commitment that goes beyond just responding to a teacher's instruction. This internal valuation drives the student to seek out more information independently. Valuing is a crucial level in the internalization process, as it marks the point where attitudes and interests begin to influence behavior consistently and personally, leading to deeper emotional engagement.

175. (A) a, b, c, and e only
Evaluating teacher-prepared ICT resources requires considering content accuracy, technical quality, alignment with pedagogical goals, and learner engagement. These factors ensure that the technology effectively supports the teaching-learning process and helps achieve intended outcomes. A good ICT resource should be factually correct, easy to use, and designed based on sound educational principles to keep students involved. While the cost of software might be a practical consideration for the school, it is not a direct measure of the resource's pedagogical effectiveness or quality for student learning.

176. (B) Breaking information into parts to explore relationships.
Analysis in Anderson and Krathwohl's cognitive domain involves breaking complex information into its constituent parts to explore the relationships between them. The learner must determine how these parts are organized and how they contribute to an overall structure or purpose. This level of thinking requires students to differentiate, organize, and attribute underlying values or biases within the material. Analysis goes beyond simple understanding by requiring a deeper investigation into the internal

A classroom observation based on Galloway's system of interaction analysis is the most appropriate tool for conducting a process evaluation of a teacher. This criterion focuses on the actual behaviors, methods, and communication patterns used during instruction. Galloway's system allows evaluators to objectively analyze both verbal and non-verbal teacher-student interactions in real-time. This provides deep insights into the teacher's professional practice and their ability to engage and influence students. Unlike reviewing qualifications or final exam scores, direct observation provides a detailed picture of the teaching-learning process itself.

191. (A) Focuses on mastery rather than just recall.
A key difference between the Morrison model and the Herbartian model is that Morrison's approach focuses on the complete mastery of concepts rather than just the rote recall of facts. While the Herbartian model is designed for the memory level of teaching, the Morrison model is specifically for the understanding level. It uses a systematic five-step process—exploration, presentation, assimilation, organization, and recitation—to ensure that all students achieve a deep and functional understanding of the material. This focus on mastery ensures that learners can apply concepts effectively in new situations.

192. (B) Assessment is based on clear standards.
A defining feature of competency-based evaluation is that assessment is based on clear, pre-defined standards or competencies rather than a student's performance relative to their peers. This approach focuses on whether an individual can demonstrate a specific set of skills or knowledge at a required level of proficiency. Mastery of these standards is the primary goal, and students move on to more advanced tasks only after proving their competence. This criterion-referenced method ensures that all learners achieve a high level of expertise, fostering a more personalized and goal-oriented educational experience.

193. (B) Take responsibility for learning processes.
The concept of learner autonomy in andragogy implies that adult learners take full responsibility for their own learning processes. This includes identifying their own learning needs, setting goals, and choosing the most effective strategies and resources to achieve them. While a facilitator may provide support, the autonomous learner is the primary driver of their education. This independence is central to andragogy and recognizes adults as self-directed individuals. Developing autonomy prepares learners for lifelong learning by teaching them how to manage their own intellectual and professional development independently.

194. (A) Depth of reflection and theory connection.
A rubric for assessing a reflective journal would most likely include criteria such as the depth of reflection and the ability to connect educational theory with practical experience. These standards focus on the quality of the student's thinking and their ability to analyze their own learning journey. The rubric helps students understand the expectations for high-level reflection and provides clear feedback on their progress. By prioritizing these cognitive and professional dimensions, the assessment ensures that the journal serves as a meaningful tool for metacognition and personal intellectual growth.

195. (C) a, b, and c only
Instruction at the understanding level is characterized by an emphasis on seeing relationships between concepts and using both examples and non-examples to clarify meanings. Students are encouraged to generalize from specific facts to form broader principles. This level represents a deeper cognitive engagement than the memory level, as it focuses on concept mastery rather than just verbatim recall. While it involves significant teacher guidance, it provides more opportunities for student participation. It serves as an essential bridge between basic knowledge acquisition and the higher-order thinking found at the reflective level.

196. (A) To design effective instructional strategies.
The fundamental purpose of pedagogical analysis for a teacher is to design effective instructional strategies for the successful transaction of the curriculum. By systematically breaking down the content, setting clear objectives, and choosing appropriate methods and evaluation tools, educators can plan their teaching more efficiently. This process ensures that the instruction is

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putting elements together to form a coherent or functional whole, or reorganizing elements into a new pattern or structure. It requires the learner to generate, plan, and produce an original product or a unique solution to a problem. Creating is the ultimate goal of higher-order thinking, demanding a high level of cognitive complexity and the ability to integrate diverse knowledge and skills in unique ways.

184. (A) To passively receive and memorize information.
At the memory level of teaching, the primary role of the student is to passively receive and memorize the information provided by the teacher. This level of instruction is teacher-centered and focuses on the rote learning of facts and the verbatim recall of knowledge. Students are not encouraged to think critically, solve problems, or engage in deep dialogue. Instead, their task is to store information efficiently for later reproduction during assessments. While it provides a factual foundation, it represents the most basic level of the teaching-learning process.

185. (B) P-4, Q-3, R-1, S-2
Different assessment tools serve specific purposes in evaluating student learning. A portfolio is a collection of work used to showcase growth and achievement over time. A reflective journal provides a space for students to document and reflect on their intellectual journey. A rubric is a descriptive tool that specifies criteria and levels of quality for a given task. Finally, a diagnostic test is used to identify persistent learning difficulties and their causes. Together, these tools offer a comprehensive framework for monitoring student progress and providing meaningful feedback for improvement.

186. (A) Problem-centered
According to Malcolm Knowles' theory of andragogy, an adult's orientation to learning is primarily problem-centered. Adults are most motivated to learn when they see the practical application of knowledge to their real-life problems or professional tasks. Unlike the subject-centered approach common in traditional pedagogy for children, adult learners prefer to focus on solving specific challenges they encounter in their daily lives. This practical and goal-directed orientation makes adult education highly relevant and ensures that the knowledge acquired has immediate functional value for the learner.

187. (D) Sustained patterns of communication.
The construction and interpretation of an interaction matrix in Flanders' system help to identify sustained patterns of communication within the classroom. By analyzing the frequency and sequence of verbal behaviors, researchers can determine how the teacher and students interact over time. The matrix reveals whether the interaction is primarily teacher-led or student-initiated and identifies common communication cycles. This objective data is crucial for understanding the classroom climate, the degree of teacher influence, and the level of student engagement, providing a quantitative basis for improving instructional communication and practice.

188. (B) c and d only
In Flanders' Interaction Analysis System, teacher behaviors are categorized as either direct or indirect influence. Categories such as praising or encouraging and accepting and using student ideas are classified as indirect influences. These behaviors foster a supportive and interactive classroom climate by encouraging student participation. In contrast, giving directions and lecturing are considered direct influences, as they reinforce teacher authority and limit the opportunities for student talk. Indirect influence is essential for creating a more learner-centered environment where student contributions are valued and integrated into the lesson.

189. (C) Receiving
When a teacher asks a shy student to simply listen and nod in agreement, they are addressing the receiving level of the affective domain. This is the lowest level of learning in this domain, representing the student's awareness of and willingness to attend to a particular phenomenon. At this stage, the learner is simply open to the experience without necessarily being required to respond actively. This is an important first step in building the student's comfort and engagement, which can eventually lead to higher levels of responding, valuing, and full participation.

190. (D) A classroom observation based on Galloway.

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Unlike formative or summative assessments, diagnostic evaluation goes deeper into a student's strengths and weaknesses to pinpoint specific areas of difficulty. By understanding the underlying reasons for a struggle, teachers can develop targeted remedial strategies and provide the necessary support to help the student overcome their academic challenges. This type of assessment is crucial for ensuring that no learner falls behind due to unaddressed learning gaps.

164. (D) Placement tests
Rubrics are descriptive scoring tools used to assess various complex performances, such as field engagement, self and peer evaluation, and student portfolios. They provide clear criteria and levels of quality, making the assessment process more objective and transparent. However, they are typically not used for placement tests, which are usually standardized examinations designed to measure a learner's entry-level knowledge or skills through multiple-choice or short-answer questions. Placement tests aim to categorize or group students quickly rather than provide detailed feedback on complex tasks or long-term growth.

165. (A) P-4, Q-2, R-1, S-3
Different educational levels and approaches are associated with specific primary proponents. Herbart is linked to the memory level of teaching, focusing on rote recall. Morrison is the proponent of the understanding level, emphasizing concept mastery. Bigge and Hunt are associated with the reflective level, focusing on inquiry and problem-solving. Malcolm Knowles is the central figure in andragogy, the theory of adult learning. Together, these models provide a comprehensive framework for understanding the various ways in which teaching and learning can be structured across different developmental stages and cognitive goals.

166. (B) Applying
When a student is asked to use a learned principle, such as buoyancy, to explain a real-world phenomenon like why a ship floats, they are operating at the applying level of Anderson and Krathwohl's taxonomy. This cognitive process involves using a procedure or an abstract concept in a specific, practical situation. It demonstrates that the student can go beyond simple understanding to implement their knowledge to solve a problem or provide an explanation. Applying is a crucial skill for demonstrating the functional value of information and for practical problem-solving.

167. (D) Playing a tune from memory after instruction.
Playing a tune from memory after receiving instruction is an example of an activity at the manipulation level of the psychomotor domain. At this stage, the learner is able to perform a physical action by following instructions and relying on memory, rather than just direct observation and imitation. While the skill is becoming more independent, it still requires conscious effort and adherence to the learned procedure. Manipulation represents a step toward greater proficiency and control, providing the foundation for achieving higher levels of precision and coordination in motor skills.

168. (A) Outcomes are measurable results of instruction.
In an educational context, learning outcomes are defined as the measurable results that students demonstrate after the instructional process is complete. They describe what the learner should know, understand, or be able to do. This is distinct from objectives, which are statements of the teacher's intentions or the goals for the course. While objectives focus on the input and process of teaching, outcomes focus on the actual achievement and competence of the student. Outcomes provide a clear and objective measure of the effectiveness of the teaching-learning process.

169. (C) a, c, and d only
The reflective level of teaching is characterized by a democratic classroom environment where the teacher acts as a facilitator and guide. The primary aim is to develop critical thinking and problem-solving skills through inquiry and investigation. Students are encouraged to explore complex issues and take responsibility for their own learning. Unlike the memory level, it does not focus on the rote learning of facts. Instead, it represents a high-order cognitive process that empowers learners to think independently and engage meaningfully with challenging, real-world problems and dilemmas.

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purposeful, logically organized, and targeted toward meeting the diverse needs of all learners. Ultimately, pedagogical analysis facilitates better student understanding and ensures that the intended learning outcomes are achieved through a well-structured and comprehensive instructional plan.

197. (C) To lead the child
The term pedagogy is derived from the Greek words 'paidos' (child) and 'ago' (to lead). Historically, it referred to the practice of leading or guiding a child through their education and upbringing. In a modern educational context, it encompasses the comprehensive study of the methods, practices, and philosophy of teaching, particularly focusing on young learners. Pedagogy integrates the science of how children learn with the art of instruction, providing a framework for creating effective learning environments that foster cognitive, social, and emotional development in children.

198. (C) Statement I is correct, but Statement II is incorrect.
The presage criteria for teacher evaluation include teacher characteristics such as intelligence, personality traits, and academic qualifications before they begin teaching. This makes Statement I correct. However, product criteria focus on the outcomes of teaching, such as student achievement and behavioral changes, rather than the teacher's classroom management techniques. Management techniques are part of the process criteria, which focus on what the teacher does during instruction. Therefore, Statement II is incorrect, as it misidentifies the primary focus of the product evaluation category in the teaching profession.

199. (D) All of the above.
Feedback in education can take many forms, including peer comments on a draft essay, teacher suggestions on a project, and the results of reviewing one's work against a rubric. All of these are effective feedback devices that provide students with descriptive information about their performance and suggestions for improvement. By using diverse feedback sources, learners can gain multiple perspectives on their work and develop a more comprehensive understanding of their strengths and areas for growth. This formative process is essential for fostering a continuous cycle of improvement and mastery.

200. (A) Create problems and facilitate inquiry.
In Bigge and Hunt's reflective teaching model, the teacher's primary role is to create problematic situations and facilitate inquiry rather than just providing facts. The teacher acts as a democratic guide, encouraging students to think critically, formulate hypotheses, and solve problems independently. By fostering an atmosphere of investigation and mutual respect, the teacher helps students develop their problem-solving capacities and critical consciousness. This student-centered approach moves away from rote learning and emphasizes the development of independent thought and deep engagement with complex, real-world challenges through a collaborative instructional process.

201. (C) Organization
R.H. Dave's psychomotor domain taxonomy consists of five levels: imitation, manipulation, precision, articulation, and naturalization. These levels describe the progression of physical skill development from simple observation to automatic execution. Organization, however, is a level in Krathwohl's affective domain taxonomy, which deals with values and attitudes. It is not part of the psychomotor domain. Understanding the distinct levels within each domain is essential for setting appropriate learning objectives and for designing effective assessments that target specific cognitive, emotional, or physical learning outcomes in students.

202. (A) Both A and R are true and R is the correct explanation of A.
Summative assessment is typically conducted at the end of an instructional unit or course to measure the final level of student achievement. Because it occurs after the learning process is complete, it is generally not suitable for providing the real-time feedback needed to improve ongoing instruction. Its primary purpose is to grade, certify, or report on what has been mastered, making it a high-stakes evaluation of learning. In contrast, formative assessment is specifically designed to provide ongoing information to modify and improve teaching and learning during the actual instructional period.

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203. (D) Clear criteria, such as a rubric, are provided.
Self-evaluation and peer evaluation are most effective when clear criteria, such as a rubric, are provided to guide the process. These standards help students understand exactly what is expected of them and ensure that their judgments are consistent and objective. By using a rubric, learners can provide more specific and meaningful feedback to themselves and their peers. This transparency fosters a sense of fairness and empowers students to take an active and responsible role in the assessment process, leading to improved learning outcomes and the development of essential metacognitive skills.

204. (B) Teacher dominance and student passivity.
The social system in the memory level of teaching is characterized by a high degree of teacher dominance and student passivity. In this teacher-centered environment, the educator is the primary source of authority and information, directing all classroom activities. Students are expected to listen quietly and memorize the material provided for later recall. There are few opportunities for student-led discussion, inquiry, or independent thought. This structured and authoritarian approach focuses on the efficient delivery of facts rather than on fostering critical thinking or a collaborative learning climate among the students.

205. (A) P-3, Q-2, R-1, S-4
Different levels of the cognitive domain are associated with specific action verbs that define the type of thinking required. Remembering involves simple recall tasks like listing. Understanding requires the ability to summarize or classify information. Analyzing involves breaking down material to differentiate between different elements or relationships. Finally, creating, the highest level, requires synthesis and the ability to design or produce something new. These verbs provide a clear framework for setting instructional objectives and for designing assessments that target different levels of cognitive complexity and student engagement.

206. (D) Metacognitive skills
Assessment as learning is a student-centered perspective that requires learners to develop and use their metacognitive skills. This involves thinking about their own thinking and learning processes. By engaging in self-assessment and reflection, students become more aware of how they learn and what strategies work best for them. They take responsibility for monitoring their own progress and adjusting their efforts to reach their learning goals. This focus on metacognition fosters independent and lifelong learning, empowering students to take an active role in their own intellectual and professional development.

207. (A) Morrison
Morrison is the main proponent of the teaching model designed for the understanding level of instruction. This model focuses on the mastery of concepts and the ability to see relationships between different ideas. Morrison developed a systematic five-step approach—exploration, presentation, assimilation, organization, and recitation—to ensure that all students achieve a deep and functional understanding of the unit of study. This approach represents a significant step up in cognitive complexity from the memory level, emphasizing deep conceptual mastery over simple rote recall and factual memorization.

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208. (B) b, c, and d only
In Flanders' Interaction Analysis System, lecturing, giving directions, and criticizing or justifying authority are all considered direct influence categories of teacher talk. These behaviors are teacher-centered and tend to limit the opportunities for student participation by reinforcing the teacher's authority and controlling the flow of information. In contrast, praising or encouraging is an indirect influence behavior, which aims to support students and invite more interaction. Analyzing the balance between direct and indirect influence provides valuable insights into the classroom climate and the teacher's instructional style and influence on the students.

209. (B) Analyzing
A student who can distinguish between fact and opinion in a newspaper article is demonstrating the cognitive process of analyzing. According to Anderson and Krathwohl's taxonomy, analysis involves breaking information into its constituent parts and determining how they relate to each other and to an overall structure. By differentiating between factual statements and

subjective viewpoints, the learner shows a deep engagement with the material and the ability to critically examine its internal components. This skill is essential for critical literacy and for making informed judgments about the value and reliability of information.

210. (A) Malcolm Knowles' theory of andragogy
The concept of competencies for self-directed learning is a central tenet of Malcolm Knowles' theory of andragogy. This approach to adult learning recognizes that as individuals mature, they develop a deep need to take responsibility for their own education. Self-directed learners possess the skills to diagnose their own learning needs, identify appropriate resources, and evaluate their own outcomes. Knowles' theory emphasizes the shift from dependency to autonomy, providing a framework for designing educational experiences that respect and utilize the experience and independent nature of adult learners in various professional and personal contexts.

211. (C) Student self-reflection on work
A key and defining component of a portfolio assessment is student self-reflection on their own work. Beyond just collecting assignments, a portfolio requires the learner to analyze their progress, challenges, and understanding over time. This process fosters metacognition and personal responsibility for learning. By explaining why certain pieces were selected and what was learned from them, students provide deep insights into their own intellectual growth. This makes the portfolio an authentic assessment tool that captures the student's journey and mastery of skills in a way that standardized tests cannot.

212. (D) Critical Pedagogy
Critical pedagogy is an educational philosophy that aims to make education a practice of freedom by empowering learners to challenge oppression and social injustice. Rooted in the work of thinkers like Paulo Freire, this approach encourages students to develop a critical consciousness of the power structures that shape their lives. It seeks to transform society by fostering dialogue, questioning, and transformative action in the classroom. Education is viewed not as a neutral process but as a powerful tool for liberation, equity, and the promotion of a more just and democratic society.

213. (C) Exploration
Exploration is the initial stage in Morrison's teaching model for the understanding level. During this phase, the teacher uses various methods to ascertain the students' existing knowledge and experiences related to the new unit of study. This helps the teacher identify any misconceptions and determine the most effective starting point for the lesson. By building on what the students already know, the teacher can make the new content more relevant and facilitate a deeper understanding. This step is essential for ensuring a successful and meaningful transaction of the curriculum for all learners.

214. (B) Personality and prior experiences.
In the presage-process-product model of teacher evaluation, the P in presage stands for the teacher's personality and prior experiences, along with their academic qualifications and professional training. This criterion focuses on the qualities and background of the teacher before they enter the classroom. These factors are seen as predictors of instructional effectiveness. By examining presage variables, evaluators can gain insights into the teacher's potential and their professional preparation. This provides a foundation for the more direct assessment of classroom behaviors (process) and student outcomes (product) that occur during and after the instructional cycle.

215. (C) a, b, c, and e only
Formative assessment is an ongoing process conducted during the learning period to monitor student progress and provide feedback for improvement. It is widely known as assessment for learning because its primary purpose is to help bridge gaps in understanding. This continuous process allows for real-time adjustments in instruction. However, formative assessment does not typically result in a final grade for the course, as that is the function of summative assessment. Its value lies in supporting growth and ensuring that instructional objectives are achieved effectively through a supportive and informative educational process.

216. (A) Uses ideas of students

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Transforming teacher education through this lens requires moving beyond simple content delivery. Educators must develop specialized skills in fostering open dialogue and posing complex problems to students. This shift emphasizes the importance of critical questioning, which allows both teachers and learners to explore social issues deeply and develop the reflective practices necessary for effective, transformative classroom environments.

256. (B) The Bigge and Hunt teaching Model.
At the highest level of cognitive engagement, this specific model prioritizes the development of independent thought. It creates an environment where students are encouraged to tackle complex problems and think creatively. By acting as a facilitator rather than a lecturer, the educator helps learners navigate problematic situations, eventually leading them toward original insights and deeply personalized conceptual understandings.

257. (D) The Memory Level focuses on information recall, while the Understanding Level focuses on grasping relationships.
These two educational stages differ primarily in their cognitive depth and learning goals. The basic stage is concerned with the rote acquisition and retention of specific facts through repetition. In contrast, the subsequent stage seeks to help students perceive the underlying connections between those facts. It encourages learners to move beyond simple recall to comprehend broader conceptual principles.

258. (A) Understanding Level.
Operating at this level involves a structured five-step approach designed to foster comprehensive mastery of a subject. By guiding students through exploration, presentation, assimilation, organization, and recitation, the teacher ensures they do more than just memorize. This systematic progression allows learners to connect different ideas and demonstrate their ability to explain the material in their own words.

259. (C) The most rudimentary level focused on information retention.
This model represents the foundational stage of the teaching hierarchy, primarily emphasizing the efficient storage of factual data. It relies on a teacher-centric approach where information is presented in a clear, step-by-step manner to facilitate easy recall. The focus remains on rote learning and the accurate reproduction of content, providing a necessary but basic knowledge base for students.

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260. (A) Facilitator who creates problematic situations.
In high-level reflective environments, the educator moves away from being a mere provider of facts. Instead, the role involves carefully designing challenging scenarios that stimulate student inquiry. By acting as a facilitator, the teacher encourages learners to hypothesize, test solutions, and reflect on their findings. This interactive process supports students in developing critical thinking and sophisticated problem-solving skills.

261. (D) Pedagogy focuses on children, while andragogy focuses on adults.
The primary distinction between these two concepts lies in the target demographic and their unique learning needs. While one traditional approach is designed for the instruction of children, the other is specifically tailored for adult learners. This difference necessitates varied instructional strategies, as adults typically bring more experience and a higher degree of self-direction to their educational pursuits.

262. (B) Adults prefer a subject-centered orientation to learning.
Unlike younger students who often follow a subject-centered curriculum, mature learners typically possess a problem-centered orientation. They are motivated to acquire knowledge that has immediate relevance to their lives or helps them solve specific challenges. Consequently, effective adult education focuses on practical application and real-world tasks rather than the abstract or theoretical coverage of academic subjects.

263. (C) Relying solely on the instructor for resources.
Self-directed learning requires individuals to take personal responsibility for their educational journey rather than being passive recipients of information. Key competencies include the ability to identify both human and material resources independently. Relying exclusively on a teacher contradicts the core principle of autonomy. Instead, capable adult learners must

and what areas need further development. By providing consistent and descriptive criteria, rubrics empower students to take an active role in their own assessment and improvement. This objective and informative tool supports learning by making expectations explicit and by providing a clear roadmap for achieving mastery through a continuous cycle of self-reflection and growth.

223. (A) The teacher's behavior and methodology.
The key focus of the process criterion in teacher evaluation is on the actual behaviors, methods, and instructional strategies used by the teacher during a lesson. This includes an analysis of how the teacher communicates, engages students, and manages the classroom environment in real-time. By observing these process variables, evaluators can assess the quality of the teaching-learning interaction and the teacher's professional practice. Unlike presage or product criteria, which focus on background or results, process criteria provide direct insights into the effectiveness of the teacher's instructional delivery and student engagement within the classroom.

224. (B) Independently searching for resources.
Independently searching for resources is a classic example of a competency of a self-directed learner. Instead of waiting for a provided reading list or instructions, the self-directed learner takes initiative to identify and access the material they need to achieve their learning goals. This independence is a key characteristic of adult learners in the theory of andragogy. By taking responsibility for finding their own information, students become more autonomous and better prepared for lifelong learning, as they develop the skills needed to manage their own intellectual and professional development independently.

225. (C) P-3, Q-4, R-1, S-2
Different educational concepts and systems are defined by their specific focuses and features. Critical pedagogy is centered on social justice and empowering learners. The Herbartian model is characterized by its five formal steps for systematic teaching. Galloway's system of interaction analysis is known for incorporating non-verbal communication alongside verbal talk. Finally, assessment as learning is most closely associated with the development of metacognition and student self-regulation. Together, these concepts represent the diverse philosophical and practical frameworks used to understand and improve teaching, learning, and assessment in various educational contexts.

226. (A) Reflective Level
Bigge and Hunt are the primary proponents associated with the reflective level of teaching. This level focuses on developing the learner's problem-solving capacities and critical thinking skills through inquiry and the exploration of complex problems. The teacher's role is that of a democratic guide who facilitates investigation rather than just providing information. This student-centered approach encourages students to think independently and engage meaningfully with challenging, real-world issues. It represents the highest stage of cognitive complexity in classroom instruction, fostering a deep and critical engagement with the subject matter and society.

227. (C) Dependent to self-directing human.
A key tenet of andragogy is that as individuals mature, their self-concept moves from being a dependent personality to that of a self-directing human being. This shift means that adult learners prefer to take responsibility for their own education, from setting goals to evaluating their own progress. This independence is a fundamental assumption of Malcolm Knowles' theory of adult learning. Recognizing this move toward self-directedness is essential for designing effective educational experiences that respect and utilize the autonomy of adult learners, fostering a more collaborative and personalized teaching-learning process for adults.

228. (B) b, c, d, e, and f only
The Herbartian model of teaching follows a specific sequence of five formal steps to ensure a logical and effective delivery of content. It begins with preparation to arouse interest, followed by the presentation of new material. The third step is association, where new and old ideas are connected. Next, generalization helps students formulate general rules or principles from the information. Finally, application allows students to use their new knowledge in practical situations. This structured approach provides a clear framework for systematic instruction at

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knowledge, fostering deeper engagement and a more meaningful and permanent mastery of the concepts being explored in the classroom.

242. (D) A is false and R is false.
Both Assertion A and Reason R are false because andragogy is specifically designed for adult learners, not children. Children are generally dependent learners and require the structured guidance provided by pedagogy. The principles of andragogy, such as self-direction and the heavy use of prior experience, are more appropriate for mature individuals who have established social roles and a need for immediate application. Pedagogy is tailored to the developmental stages of children, while andragogy addresses the unique psychological and social characteristics of adults, making them two distinct approaches to education based on the learner's age.

243. (C) Characterization
When a student consistently demonstrates a particular value and it becomes an integral part of their personality, they have reached the characterization level of the affective domain. This is the highest level of internalization in Krathwohl's taxonomy, where values guide behavior predictably and define the individual's character. At this stage, the value is no longer just a response to a situation but a permanent part of the person's identity and ethical framework. Achieving characterization represents the ultimate goal of affective learning, as it signifies a deep and stable commitment to the internalized values and beliefs.

244. (D) Presage criteria
Assessing a teacher based on their university degrees, professional certifications, and years of teaching experience is an example of using presage criteria for evaluation. These criteria examine the teacher's background, qualifications, and characteristics before the actual instructional process begins. These variables are often seen as indicators of a teacher's potential effectiveness and professional preparation. Unlike process criteria, which focus on classroom behaviors, or product criteria, which focus on student outcomes, presage criteria evaluate the foundational qualities that a teacher brings to their professional role, providing an initial measure of their competence and potential.

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245. (A) P-4, Q-2, R-3, S-1
R.H. Dave's psychomotor domain taxonomy outlines a clear progression of physical skill development. Imitation involves observing and attempting to copy an action. Manipulation occurs when a student reproduces an action based on instructions rather than just observation. Precision focuses on executing a skill with a high degree of accuracy and control. Finally, naturalization represents the highest level where the performance becomes automatic and effortless. These stages reflect the journey from being a novice who mimics others to becoming an expert whose physical skills are refined and fully integrated into their natural behavioral repertoire.

246. (B) To monitor learning and provide feedback.
The primary goal of formative assessment is to monitor student learning and provide ongoing feedback that can be used to improve instruction and student performance in real-time. This process occurs during the learning period and helps identify areas where students are struggling, allowing for immediate adjustments. By focusing on improvement rather than high-stakes grading, formative assessment supports student development and ensures that learning objectives are achieved more effectively. This continuous dialogue between teacher and student is essential for fostering a growth mindset and for guiding students toward a deep and functional mastery.

247. (D) Democratic, open, and cooperative.
The social system in the reflective level of teaching is best described as democratic, open, and cooperative. In this inquiry-based environment, the teacher acts as a facilitator and guide rather than an authoritarian source of information. Students are encouraged to explore problematic situations, formulate hypotheses, and collaborate with their peers to solve problems. This supportive and interactive atmosphere fosters critical thinking and critical consciousness, empowering learners to take responsibility for their own intellectual development. This democratic climate is essential for the reflective process, where independent investigation and mutual respect for diverse perspectives are highly valued.

different elements together to form a unique and functional whole, or reorganizing elements into a new pattern. It requires high-order thinking processes such as planning and generating original work. Creating is the most complex cognitive level, demanding that the learner synthesize their knowledge and skills in creative ways to produce a new product, which is clearly illustrated by the act of musical composition.

236. (B) The timing and purpose of assessment.
A fundamental difference between assessment for learning and assessment of learning lies in their timing and primary purpose. Assessment for learning is a formative process occurring during instruction to provide feedback for improvement. In contrast, assessment of learning is summative, taking place at the end of a unit to certify competence and report on final achievement. While one focuses on the ongoing development of skills, the other provides an official record of achievement against established standards. Both perspectives are essential for a comprehensive evaluation framework that supports both student growth and academic accountability.

237. (C) Understand criteria and assess progress.
In the context of andragogy, using rubrics for self-evaluation primarily helps adult learners to understand the standards and criteria for their work and to objectively assess their own progress. Since adults are typically self-directed, they benefit from having clear descriptive standards that allow them to monitor their own learning journey. This process fosters metacognition and personal responsibility. By using rubrics, adult learners can identify their own strengths and areas for further development independently, leading to a more engaged and effective learning experience that aligns with their personal and professional goals.

238. (C) Statement I is correct, but Statement II is incorrect.
At the reflective level of teaching, the development of problem-solving skills is indeed the main objective, making Statement I correct. However, the Herbartian model is primarily designed for the memory level of teaching and is not effective for achieving reflective-level goals. The Bigge and Hunt model is far more suitable for this purpose, as it emphasizes inquiry and critical thinking. Reflective teaching requires a democratic and inquiry-based approach that encourages students to investigate problematic situations independently, which is the opposite of the teacher-dominated and structured Herbartian delivery model for facts.

239. (A) The tendency to respond to student talk.
The interpretation of an interaction matrix in Flanders' system can reveal the teacher's tendency to respond to student talk. By analyzing specific areas of the matrix, such as the transition from student talk categories to teacher indirect influence categories, researchers can determine how frequently a teacher acknowledges or builds upon student contributions. This objective data provides significant insights into the classroom climate and the degree of student-centeredness. It helps identify whether the teacher encourages an interactive dialogue or maintains a more direct and controlling influence over the verbal communication within the classroom environment.

240. (B) Cognitive and metacognitive processes.
The dynamic model of learner autonomy suggests that learner control is primarily exercised over cognitive and metacognitive processes. This means that an autonomous learner takes responsibility for managing their own thinking, choosing their learning strategies, and monitoring their own progress. While situational factors play a role, the core of autonomy lies in the individual's ability to regulate their internal mental activities and to persist in their learning efforts. This model recognizes that developing such control is a fluid and ongoing process, which is essential for successful and independent lifelong learning in various contexts.

241. (B) Uses probing questions for discovery.
Guidance is most constructivist as a feedback device when it uses probing questions to help students discover their own solutions. Instead of providing the correct answer, the teacher acts as a facilitator who encourages critical thinking and active investigation. This approach empowers learners to take responsibility for their own understanding by navigating the cognitive challenges of a task. By guiding students through discovery rather than direct instruction, the teacher supports the active construction of

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the memory level, focusing on rote learning and factual mastery.

229. (C) Guidance as a feedback device.
Providing a worksheet with guiding questions to help students analyze a poem is an example of using guidance as a feedback device. Instead of giving the final answer, the teacher offers directive cues and probing questions that lead the student toward an independent solution. This formative strategy encourages critical thinking and active engagement with the text. By supporting the student through the cognitive challenges of the task, this approach fosters deeper understanding and empowers the learner to develop their own interpretive skills, ultimately leading to a more meaningful and internalized mastery of the material.

230. (B) A sustained interaction type.
In Flanders' interaction matrix, the steady state cells are those located along the diagonal where the row and column numbers are the same. These cells indicate that a particular type of verbal behavior was sustained for more than one three-second interval. For example, a high count in the 4-4 cell suggests a prolonged period of the teacher asking questions. Analyzing these steady state cells provides valuable insights into the classroom climate, showing which communication patterns are most dominant and how long they typically last during a lesson, helping researchers understand interaction dynamics.

231. (D) Articulation
The ability to perform a complex sequence of physical movements with a high degree of skill and coordination, such as playing a piano piece, falls under the articulation level of R.H. Dave's psychomotor domain. At this stage, the learner can smoothly combine multiple motor skills into a unified and purposeful action. This represents a high level of proficiency, where the focus is on achieving harmony and precision in the execution of the entire task. Articulation is a crucial step before the skill becomes fully automatic and reaches the final level of naturalization through continued practice and experience.

232. (A) Placement Assessment
An entrance examination for a professional course is a classic example of placement assessment. Its primary purpose is to determine a candidate's readiness and suitability for the program by measuring their existing knowledge and skills. The results are used to select and place students into the appropriate course or level that matches their entry-level competencies. This type of evaluation occurs before instruction begins and helps ensure that the educational program starts at an appropriate level for all admitted learners, facilitating a more effective and organized teaching-learning process from the very beginning.

233. (C) Failing to account for external factors.
The focus on product criteria for teacher evaluation, which measures effectiveness based on student test scores and outcomes, is often criticized for failing to account for external factors. Many variables beyond the teacher's control, such as a student's socioeconomic background, parental support, and prior academic history, significantly influence achievement. By relying solely on end results, this criterion may unfairly penalize or reward teachers without considering the specific challenges of their classroom context. Critics argue that a more holistic approach is needed, incorporating presage and process criteria to provide a fair and balanced assessment of teacher quality.

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234. (A) Write a comprehensive unit outline.
In the organization phase of the Morrison teaching model for the understanding level, the student is expected to take a very active role. Specifically, learners are required to organize the material they have mastered into a coherent and logical structure, often by writing a comprehensive unit outline. This task requires a high level of cognitive engagement, as students must demonstrate that they can see the relationships between different concepts and synthesize them into a whole. This step reinforces understanding and ensures that the student has truly internalized the key principles of the subject matter.

235. (C) c only
Composing a new piece of music in a particular style is an excellent example of an activity at the creating level of Anderson and Krathwohl's cognitive taxonomy. This level involves putting

248. (C) a, b, and c only
Teacher evaluation criteria are categorized into presage, process, and product. Presage criteria refer to teacher characteristics before instruction, such as qualifications. Process criteria focus on what the teacher does during instruction, including methods and interactions. Product criteria refer to the outcomes of teaching, like student achievement. However, Flanders' analysis is a tool specifically designed for assessing process criteria by analyzing classroom interactions, not product criteria. Understanding these three distinct categories is essential for a comprehensive evaluation of teacher effectiveness, covering the entire cycle from professional preparation to the actual instructional delivery and final learning results.

249. (C) Assessment as learning
When a student uses a checklist provided by the teacher to review their own essay before submission, they are engaging in assessment as learning. This perspective focuses on developing the student's metacognitive skills and their ability to monitor and regulate their own learning. By using criteria to evaluate their own work, the learner gains a deeper understanding of the expectations and becomes more responsible for their intellectual progress. This self-assessment process fosters independence and prepares students for lifelong learning by teaching them how to evaluate and improve their own performance based on established quality standards.

250. (A) Selecting and using evaluation devices.
The ultimate stage of pedagogical analysis is selecting and using appropriate evaluation devices to check for the attainment of instructional objectives. This final step ensures that the teaching-learning process has been successful and that the students have mastered the intended knowledge or skills. By aligning evaluation tools with specific goals, teachers can determine the effectiveness of their instructional strategies and identify any areas that may need further attention. This stage completes the systematic cycle of pedagogical planning and delivery, providing essential information about student achievement and the overall quality of the curriculum transaction.

251. (B) To act as a transformative intellectual and agent of social change.
Critical pedagogy shifts the focus from traditional curriculum delivery to a more socio-political role for educators. Within this framework, teachers function as transformative intellectuals who empower students to challenge oppressive structures. By fostering critical consciousness, these practitioners help learners become active citizens capable of driving meaningful and equitable societal change within their diverse local and global communities.

252. (A) Objective formulation, content selection, methodology choice, evaluation strategy.
Pedagogical analysis follows a specific chronological order to ensure effective learning delivery. The process begins by establishing clear goals and choosing relevant subject matter. Teachers subsequently organize this content and determine the best teaching strategies. Finally, an evaluation framework is created to verify that learners successfully attained the intended instructional objectives that were established at the beginning.

253. (C) The desire to promote a more democratic and equitable society.
The adoption of critical pedagogy is driven by the goal of establishing a fair and democratic environment. This educational philosophy recognizes that traditional systems often perpetuate social imbalances. By encouraging students to question status quo and power dynamics, the approach aims to dismantle oppressive structures and create a learning space where every individual can thrive with dignity.

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254. (D) The assumption that education is a neutral and apolitical process.
This educational framework fundamentally disputes the idea that teaching is a neutral or impartial activity. Instead, it posits that all educational practices are inherently political and tied to social power. By challenging this assumption, it encourages educators and learners to recognize how classroom dynamics and curriculum choices can either reinforce or challenge existing inequalities in society.

255. (C) Developing teachers' abilities for dialogue and critical questioning.

understanding through various methods, teachers can identify gaps and modify their techniques immediately. This ongoing feedback loop helps learners improve their performance and allows educators to tailor their teaching to meet the specific needs identified.

273. (D) The student's role in monitoring and reflecting on their own learning.
This unique perspective shifts the focus toward the student's internal cognitive processes. It emphasizes metacognition, where learners actively evaluate their own progress and reflect on their thinking strategies. By using feedback to make personal adjustments, students become more self-aware and take greater ownership of their educational outcomes, transforming the assessment itself into a valuable learning opportunity.

274. (A) Assessment for learning.
When a teacher uses daily observations and short tests to inform future instructional decisions, they are practicing formative evaluation. This process is designed to support the learning journey by identifying what students know and where they struggle. The data collected is used specifically to guide upcoming lessons, ensuring that the teaching remains relevant and effective for every student.

275. (C) Involves collection, review, and use of information to improve learning.
Assessment is described as a comprehensive and multifaceted activity that goes beyond simple measurement. It includes the systematic gathering and interpretation of data about educational programs and student progress. The ultimate aim is to use these qualitative and quantitative insights to make informed judgments and adjustments that lead to better learning outcomes for all students involved.

276. (A) Diagnostic assessment.
When a student encounters significant and ongoing difficulties, educators use this specific tool to investigate the root causes of the problem. Unlike general monitoring, this approach provides a detailed analysis of a learner's strengths and weaknesses. It allows for a deeper understanding of persistent issues, enabling teachers to develop targeted interventions that address the specific underlying learning barriers.

277. (D) Placement assessment.
This type of evaluation is conducted before a student begins a new course or program. Its primary function is to determine the individual's current skill level and prior knowledge. By identifying these entry-level competencies, educational institutions can ensure that students are assigned to the most appropriate level or track, maximizing their chances of success within the curriculum provided.

278. (B) Timing and purpose, with formative being ongoing for improvement and summative being final for evaluation.
The fundamental difference between these two categories is when they occur and why they are used. One is an ongoing process that takes place during instruction to provide helpful feedback for improvement. The other is a final measure conducted after a unit or semester to determine overall achievement and assign grades, serving as a summary of learning.

279. (C) Objectives are teacher intentions, while outcomes are the demonstrable student achievements.
These two components represent different sides of the educational process. One refers to the specific goals or plans that a teacher aims to reach during a lesson. The other represents the actual, visible skills and knowledge that students can demonstrate after the learning has taken place. Effective assessment ensures that these achievements accurately reflect the teacher's original instructional intentions.

280. (D) Summative assessment to evaluate overall achievement.
Administering a final examination at the conclusion of a term is a classic example of evaluating the total learning that has occurred. This process focuses on measuring whether students have met the overall goals of the course. It provides a definitive score or grade that reflects their cumulative performance, serving as a formal record of their academic accomplishment.

281. (A) Creating.

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proactively seek out various tools and supports to achieve goals.

264. (D) Facilitator who guides the learning process.
Within an adult learning framework, the educator functions as a guide rather than an absolute authority. This role involves assisting learners in navigating their own paths by providing support and resources. By creating a collaborative environment characterized by mutual respect, the facilitator empowers adults to use their existing experiences as a foundation for acquiring new skills and knowledge.

265. (A) The developmental tasks associated with their social roles.
A mature learner's willingness to engage with new material is often triggered by changes in their life circumstances. These triggers are typically related to the evolving demands of their professional or personal positions. As adults transition into new social roles, they experience an immediate need for specific knowledge that allows them to perform their new responsibilities effectively.

266. (B) A development of self-concept from dependency towards self-direction.
As individuals grow and mature, their psychological outlook regarding education undergoes a significant transformation. They move away from being dependent on instructors for guidance and instead view themselves as capable of managing their own learning. This shift towards self-direction is a hallmark of adulthood, allowing learners to take initiative and make independent decisions about their educational paths.

267. (B) A dynamic capacity that can be developed over time.
Learner autonomy is viewed not as a static or inherent trait, but as a flexible ability that fluctuates and grows. It involves a complex combination of psychological readiness and strategic skills. Because it is dynamic, educators can actively foster this capacity by providing appropriate support and gradually allowing students to take more control over their own learning processes.

268. (A) The problem-centered orientation and immediacy of application.
Adults are generally motivated to learn when they perceive that the knowledge will help them address current real-life difficulties. This preference for immediate application shifts their focus from learning for future use to learning for solving present problems. Consequently, their educational orientation is centered on practical tasks and challenges that provide tangible benefits to their daily lives or careers.

269. (C) Gradually ceding control and providing appropriate support.
To effectively foster independence, educators must balance the provision of guidance with the deliberate release of authority. This process involves slowly giving learners more responsibility for setting goals and selecting content. By offering the right level of support at each stage, teachers help students build the confidence and skills necessary to eventually manage their learning entirely independently.

270. (D) Learner's increasing capacity to take charge of their learning.
Both theoretical frameworks emphasize that individuals have the potential to become more autonomous as they gain experience and maturity. They highlight the transition toward greater self-reliance, where the student becomes the primary driver of the educational process. This shared focus underscores the importance of empowering learners to make meaningful choices regarding their goals, resources, and evaluation methods.

271. (C) Assessment of learning.
This perspective is primarily used to provide a final summary of what a student has achieved at the end of a specific period. It is summative in nature and serves to certify competence or report grades against established standards. By measuring outcomes after instruction is complete, it offers a definitive record of the student's mastery of the material.

272. (B) Adjust ongoing teaching strategies and provide feedback to improve learning.
The main goal of this formative approach is to enhance the instructional process while it is still occurring. By gathering evidence of student

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In Flanders' Interaction Analysis System, when a teacher says, "That's an interesting point, can you tell me more about it?", it is coded under the category 'uses ideas of students'. This is an indirect influence behavior where the teacher acknowledges, clarifies, or builds upon a student's contribution. Such behavior fosters a supportive and interactive classroom environment, encouraging more student participation. Indirect influences are essential for moving the classroom dynamic away from teacher dominance toward a more learner-centered approach where student voices are valued and integrated into the ongoing instructional dialogue.

217. (C) Characterization by a value
Characterization by a value is the highest level of internalization in Krathwohl's affective domain taxonomy. At this stage, the learner has fully integrated a set of values or beliefs into their personality, and these values now consistently guide their behavior across various situations. This level represents the ultimate goal of affective learning, where attitudes and values define the individual's character and become a permanent part of their identity. The progression from receiving to characterization reflects the journey from simple awareness to deep, internal commitment and the consistent application of values in daily life.

218. (C) Statement I is incorrect, but Statement II is correct.
Pedagogical analysis is not a one-time activity performed only before a course begins; instead, it is a continuous process that helps teachers reflect on and refine their instructional strategies throughout the entire course. This makes Statement II correct and Statement I incorrect. By ongoingly analyzing the content, objectives, and student progress, teachers can make informed adjustments to their teaching-learning activities and evaluation tools. This reflective approach ensures that the curriculum transaction remains effective and responsive to the evolving needs of the students, facilitating better learning outcomes and professional growth.

219. (D) Ability to perform a procedure.
A competency-based evaluation of a surgeon would focus primarily on their practical ability to perform a medical procedure effectively and safely. This approach measures success against specific, pre-defined standards of proficiency rather than just theoretical knowledge or years of experience. While a written exam is important, the ultimate proof of competence in surgery is the successful demonstration of the required physical skills and professional judgment in a clinical setting. Competency-based evaluation ensures that the surgeon has mastered the essential tasks necessary for expert practice before being certified or allowed to operate.

220. (B) Document observations and theory connections.
The primary purpose of using a reflective journal in field engagement is to provide students with a space to document their observations and make explicit connections between educational theory and their practical experiences. By analyzing what they see and do in the field, learners can gain a deeper understanding of how theoretical concepts apply to real-world situations. This process fosters metacognition and critical thinking, encouraging students to refine their own professional practices. The journal serves as a vital tool for personal and professional development during experiential learning and field-based training.

221. (C) Memory Level Model (Herbartian)
The Herbartian model, designed for the memory level of teaching, is the most teacher-centric and least focused on student initiative. At this level, the teacher plays a dominant and authoritarian role, directing all classroom activities and focusing on the rote delivery of facts. Students are expected to be passive recipients who memorize the material for later recall. There is very little room for student-led inquiry or independent thought, as the structured five-step process is entirely controlled by the teacher. This approach contrasts sharply with more democratic and student-centered models like the reflective or andragogical models.

222. (A) Both A and R are true and R is the correct explanation of A.
A rubric is a powerful feedback device because it clearly communicates the standards for a specific task and describes what different levels of quality look like. This transparency allows learners to understand exactly where their strengths lie

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Within the revised hierarchy of cognitive processes, this level represents the pinnacle of intellectual achievement. It requires students to go beyond analyzing or evaluating existing information. Instead, they must synthesize various elements to generate original ideas, design new products, or propose unique solutions. This sophisticated stage reflects a deep mastery of the material and high-level creative thinking.

282. (B) Characterization.
This advanced stage of the affective domain occurs when a person has fully integrated a set of values into their personality. These values become a consistent internal guide for their actions and decisions across different situations. At this level, the individual's behavior is predictable and driven by a deeply held belief system that they have internalized over a long period.

283. (B) The psychomotor domain.
This specific area of learning is focused on physical movement, coordination, and the use of motor skills. Because it involves tangible actions, assessment must rely on performance-based tasks where students demonstrate their abilities. Educators evaluate progress by observing how skillfully and accurately a learner executes physical procedures, ranging from simple imitation to the unconscious mastery of complex manual tasks.

284. (A) Precision.
At this stage of skill development, a learner can perform a task with a high degree of accuracy and skill without needing constant guidance. While they have achieved a level of proficiency that allows for independent execution, the action has not yet become completely automatic or natural. This represents a significant midpoint between following instructions and reaching a state of mastery.

285. (C) The affective domain as per Krathwohl.
This domain specifically addresses the internal growth in feelings, emotions, and attitudes. When educators assess how a student interacts within a group or their dedication to shared values, they are looking at affective development. It tracks how individuals move from simply being aware of external stimuli to actively participating and eventually internalizing specific values and behavioral standards.

286. (D) It is a purposeful collection of work showing progress over time.
This assessment tool is characterized by the deliberate gathering of various student assignments and projects. Unlike a single test, it provides a comprehensive narrative of a learner's journey, highlighting their growth, efforts, and final achievements. By reviewing this collection, both teachers and students can gain a holistic understanding of how skills and knowledge have evolved throughout a specific period.

287. (C) Defining performance expectations and criteria for an assignment.
This scoring tool is designed to provide clarity and transparency in the evaluation process. It breaks down a complex task into specific components and describes different levels of quality for each one. By explicitly stating what constitutes excellence or proficiency, it helps students understand what is expected of them and ensures that grading remains consistent, objective, and fair.

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288. (B) It should be focused on the learner's ego.
Effective feedback is designed to support growth by focusing on the specific task and how it can be improved. It should be provided in a timely and specific manner to be most useful. Commenting on the learner's personality or ego is counterproductive, as it can discourage students and distract them from the actual learning goals and performance standards.

289. (D) Promote student metacognition and self-analysis.
This tool encourages students to engage in regular self-reflection by documenting their personal thoughts and experiences during the learning process. By analyzing their own challenges and successes, learners develop a deeper awareness of their thinking patterns. This metacognitive practice helps them become more independent and allows them to take active control over their own cognitive and academic development.

290. (A) Competency-based evaluation.
This approach to assessment prioritizes the demonstrable mastery of specific, predefined

(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

32. What is the primary concept behind 'Social Learning' in the context of emerging e-learning trends?
(A) Learning through formal, structured online courses with basic social communication elements.
(B) Learning from others facilitated by social technologies like blogs and shared wikis.
(C) Learning by observing and imitating behaviors in a digital context via video tutorials.
(D) Mandatory group projects assigned to students within a closed online learning environment.

33. Which of the following statements about Open Education Resources (OER) is incorrect?
(A) They are teaching, learning, and research materials in any medium that reside in the public domain.
(B) They have been released under an open license that permits no-cost access, use, and adaptation.
(C) They are always of higher quality than commercially produced educational materials.
(D) They can be redistributed by others with no or limited restrictions.

34. A history teacher asks students to maintain a weekly blog reflecting on the course readings and responding to each other's posts. This is an application of which Web 2.0 tool for learning:
(A) Video conferencing
(B) Social networking sites
(C) Chats
(D) Blogs

35. Consider the following Web 2.0 tools often used for social learning:
(a) Social networking sites
(b) Blogs
(c) Video conferencing
(d) Discussion forums
(e) E-mail
Which of the above are standard tools specifically utilized for social learning?
(A) (a), (b), (c), and (d) only
(B) (a), (c), (d), and (e) only
(C) (b), (c), (d), and (e) only
(D) (a), (b), (c), and (e) only

36. The 'CML' in 'Computer-Managed Learning' primarily refers to the computer's role in:
(A) Delivering instructional content directly to the student.
(B) Managing and tracking the learner's progress through a curriculum.
(C) Assisting students in creating their own learning materials.
(D) Providing complex simulations for skill development.

37. According to Bruner's theory, the mode of representation where knowledge is stored primarily in the form of images or icons is called:
(A) Enactive representation
(B) Symbolic representation
(C) Iconic representation
(D) Inactive representation

38. Which of the following best describes the concept of E-Inclusion?
(A) Ensuring disadvantaged groups and those with disabilities have access to and can use ICTs.
(B) Ensuring that all e-learning content is available in multiple international and local languages.
(C) The mandatory inclusion of collaborative group projects in all standard e-learning courses.
(D) The procedural process of including ethical guidelines within various e-learning platforms.

39. A screen reader software that reads aloud the text displayed on a computer screen is an example of:
(A) An online assessment tool
(B) A social networking site
(C) Assistive technology
(D) A computer-managed learning system

40. Read the following statements regarding the D&M IS Success Model (2003):
Statement I: The D&M IS Success Model (2003) is a framework for measuring the quality and success of e-learning systems.

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299. (B) To serve as an explicit scoring guide with defined performance levels.
Within the context of professional development, this tool provides a clear and detailed framework for assessing teaching quality. It explicitly defines different levels of performance for specific criteria, allowing teachers or their peers to conduct objective evaluations. By using these predefined descriptors, the rubric ensures that feedback is consistent, transparent, and focused on identifying specific strengths and areas for growth.

300. (A) Identifying the key criteria for performance to be evaluated.
The first step in creating a reliable evaluation tool is to determine the essential aspects of teaching that need to be assessed. By clearly defining these core performance areas initially, the developer ensures that the rubric remains focused on relevant and important instructional goals. This foundational step provides the necessary structure for subsequently writing detailed descriptors and establishing various proficiency levels.

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stages, while Piaget focused on the Zone of Proximal Development.

16. Which instructional design model is specifically known for its focus on analyzing learners, stating objectives, selecting media and materials, utilizing media and materials, requiring learner participation, and evaluating and revising?
(A) ADDIE Model
(B) ASSURE Model
(C) Dick and Carey Model
(D) Mason's Model

17. Which of the following is the best example of applying behaviourist principles in instructional design?
(A) A simulation game that allows students to explore various outcomes and environmental variables.
(B) A drill-and-practice software that provides immediate feedback and rewards for correct answers.
(C) A collaborative online project where students co-create a wiki page and peer-review the content.
(D) A problem-based learning scenario that challenges students with questions having no single answer.

18. Read the following statements regarding the Systems Approach to instructional design:
Statement I: The Systems Approach to instructional design views the entire educational process as an integrated system of interconnected components.
Statement II: This approach is linear and does not allow for feedback or revision once a phase is complete.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

19. The concept of 'm-learning' specifically refers to:
(A) Learning that is massive and open to all.
(B) Learning that occurs via social media platforms.
(C) Learning that utilizes portable electronic devices like smartphones and tablets.
(D) Learning that is managed and monitored by a central computer system.

20. Consider the following key elements of constructivist instructional design:
(a) Authentic and real-world environments
(b) Social negotiation and collaboration
(c) Rote memorization of facts
(d) Multiple perspectives and representations of content
(e) Teacher as a facilitator rather than a director
Which of the above are correct features of constructivist instructional design?
(A) (a), (b), (c) and (d) only
(B) (a), (c), (d) and (e) only
(C) (b), (c), (d) and (e) only
(D) (a), (b), (d), and (e) only

21. In the 'Five E's of Constructivism' model, which 'E' involves students comparing their new understanding with their prior knowledge and reflecting on their learning?
(A) Engage
(B) Explore
(C) Evaluate
(D) Explain

22. What does the acronym 'CAL' stand for in the context of computer applications in education?
(A) Computer-Aided Logistics
(B) Computer-Assisted Learning
(C) Curriculum-Aligned Lessons
(D) Centrally-Administered Library

23. Which of the following correctly pairs an instructional design model with its key characteristic?
(A) ADDIE Model - Focuses heavily on the selection of specific media and materials for individual learners.
(B) Dick and Carey Model - A systematic approach linking instructional goals to specific learning outcomes.
(C) ASSURE Model - Characterized by five non-linear stages designed for the development of online courses.
(D) Dick and Carey Model - A systematic approach linking instructional goals to specific learning outcomes.

24. A university is creating materials for its distance education program. These materials include

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4. Schema, Assimilation, Accommodation

(A) P-4, Q-2, R-1, S-3
(B) P-1, Q-3, R-4, S-2
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-4, R-3, S-1

8. The use of an online discussion forum where students can post questions and answers at any time is an example of which approach to e-learning?
(A) Asynchronous learning
(B) Synchronous learning
(C) Blended learning
(D) Mobile learning

9. Which of the following statements about Instructional Technology is incorrect?
(A) It is a subset of Educational Technology.
(B) It focuses on the systematic design, development, and evaluation of the total process of learning and teaching.
(C) It is exclusively concerned with the use of hardware in the classroom.
(D) It draws upon research in learning theories to create effective instructional materials.

10. Which of the following correctly represent the phases of the ADDIE model of instructional design?
(A) Analysis, Design, Development, Implementation, Evaluation
(B) Assess, Design, Develop, Integrate, Evaluate
(C) Analysis, Detail, Development, Implementation, Examination
(D) Action, Design, Do, Implement, Evolve

11. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Constructivist approaches to instructional design emphasize learner-centered, active learning experiences.
Reason (R): Constructivist theories posit that learners construct their own understanding and knowledge through experiences and interactions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

12. In Gagne's Nine Events of Instruction, what is the primary purpose of 'providing learning guidance'?
(A) To evaluate the learner's prior knowledge and foundational skills.
(B) To use strategies that aid in encoding information into memory.
(C) To deliver the primary learning content to the student audience.
(D) To provide constructive feedback on the learner's performance.

13. Consider the following statements regarding the application of Educational Technology:
(a) In formal education, ET is used for curriculum delivery and assessment.
(b) In non-formal education like ODL, ET facilitates learner support and material distribution.
(c) In inclusive education, ET provides assistive tools for learners with special needs.
(d) The application of ET in informal education is limited to structured online courses.
Which of the above statements are correct?
(A) (a), (b) and (d) only
(B) (a), (b) and (c) only
(C) (b), (c) and (d) only
(D) (a), (c) and (d) only

14. The term 'CBT' in the context of application of computers in education stands for:
(A) Computer-Based Testing
(B) Centrally-Based Teaching
(C) Curriculum-Based Technology
(D) Computer-Based Training

15. What is the fundamental difference between Piaget's and Vygotsky's theories of cognitive development?
(A) Vygotsky emphasized social and cultural context in learning, while Piaget focused on individual cognitive stages.
(B) Piaget emphasized social interaction models, while Vygotsky focused on independent individual exploration.
(C) Piaget's theory is fundamentally constructivist, while Vygotsky's theory is purely based on behaviorism.
(D) Vygotsky proposed fixed developmental

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CHAPTER 08
Technology In/For Education

1. Which of the following best defines Educational Technology (ET) as a discipline?
(A) The practical implementation and management of computers, digital tools, and internet connectivity within formal classroom environments.
(B) The ethical study of facilitating learning and improving performance through the management of technological processes and resources.
(C) The systematic engineering and industrial development of software and hardware designed specifically for diverse educational purposes.
(D) The strategic integration of traditional communication devices like radio and television into the structure of formal teaching.

2. Read the following statements regarding Information Technology and Communication Technology:
Statement I: Information Technology (IT) is primarily concerned with the processing, storage, and retrieval of data using computers.
Statement II: Communication Technology (CT) focuses on the hardware and software that facilitates communication over distances.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

3. In the context of behaviourist learning theories, which psychologist is most closely associated with the concepts of operant conditioning and programmed instruction?
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) Jerome Bruner

4. A teacher designs a lesson where students first learn about a concept through a lecture, then practice it online via interactive simulations, and finally discuss their findings in a face-to-face classroom session. This approach is best described as:
(A) Asynchronous learning
(B) Mobile learning
(C) Synchronous learning
(D) Blended learning

5. Which of the following is NOT a primary application area of Educational Technology for different education systems?
(A) Formal education
(B) Non-formal education
(C) Commercial education
(D) Informal education

6. According to cognitive learning theories, which of the following best describes David Ausubel's concept of 'subsumption'?
(A) Learning by discovering principles through independent exploration.
(B) The process of relating new information to pre-existing concepts.
(C) Learning through social interaction with a knowledgeable mentor.
(D) Modifying existing mental schemas to accommodate new information.

7. Match List I (Learning Theorist) with List II (Key Concept) while following the codes given below:
List I: (Learning Theorist)
P. Piaget
Q. Bruner
R. Vygotsky
S. Ausubel
List II: (Key Concept)
1. Zone of Proximal Development
2. Discovery Learning
3. Advance Organizers

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printed books, video lectures on DVDs, and self-assessment quizzes that do not require an internet connection. This entire package is referred to as:
(A) ODLM (Open and Distance Learning Material)
(B) OER (Open Education Resources)
(C) MOOC (Massive Open Online Course)
(D) CBT (Computer-Based Training)

25. Arrange the following events from Gagne's Nine Events of Instruction in the correct chronological order:
(a) Elicit performance
(b) Gain attention
(c) Provide feedback
(d) Present the content
(e) Inform learners of the objective
Choose the correct order from the options given below:
(A) (b), (e), (d), (a), (c)
(B) (a), (b), (c), (d), (e)
(C) (b), (d), (e), (c), (a)
(D) (e), (b), (d), (a), (c)

26. Which of the following best describes the concept of 'e-learning'?
(A) A teaching system utilizing electronic resources typically accessed through internet connectivity.
(B) Any educational learning that uses electronic devices, regardless of network connectivity.
(C) The technical process of creating educational materials in a purely digital software format.
(D) The historical use of television and radio for educational broadcasting to remote audiences.

27. In the context of the Dick and Carey model, what is the purpose of 'conducting instructional analysis'?
(A) To analyze the psychological characteristics of the target learner group.
(B) To write specific performance objectives that learners must meet.
(C) To develop assessment instruments to measure predetermined learning objectives.
(D) To identify the subordinate skills required to achieve an instructional goal.

28. Which of the following is an example of an instructional strategy suitable for a large group in a formal setting?
(A) A one-on-one tutoring session.
(B) A lecture augmented with multimedia presentations.
(C) A small group collaborative project.
(D) A peer-mentoring program.

29. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The ASSURE model is particularly useful for teachers in planning the use of media in their lessons.
Reason (R): The 'S' in ASSURE stands for 'Select Media and Materials', which is a core step in the model.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

30. The use of Web 2.0 tools like blogs, wikis, and social networking sites in education is most aligned with which learning theory?
(A) Behaviourism
(B) Information Processing Theory
(C) Humanism
(D) Social Constructivism

31. Match List I (E-learning Approach) with List II (Description) while following the codes given below:
List I: (E-learning Approach)
P. Synchronous
Q. Asynchronous
R. Blended
S. Mobile
List II: (Description)
1. Combines online digital media with traditional classroom methods
2. Learning using handheld devices
3. Communication and learning occur at the same time
4. Communication and learning occur at different times
(A) P-4, Q-3, R-2, S-1
(B) P-3, Q-4, R-1, S-2

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support.
(B) A formal lecture series with final examinations.
(C) A behaviourist drill-and-practice software.
(D) Rote memorization of theoretical principles.

50. Arrange the following e-learning technologies and concepts in a plausible chronological order of emergence and popularization:
(a) Computer-Assisted Instruction (CAI)
(b) Mobile Learning (m-learning)
(c) Web 2.0 and Social Learning
(d) Massive Open Online Courses (MOOCs)
Choose the correct order from the options given below:
(A) (a), (c), (b), (d)
(B) (a), (b), (c), (d)
(C) (b), (a), (d), (c)
(D) (c), (a), (d), (b)

51. The process of preparing Open and Distance Learning Material (ODLM) differs from traditional textbook creation primarily because it must:
(A) Be written by a single expert author specialized in a very specific niche area.
(B) Be self-explanatory, self-contained, and facilitate self-directed learning.
(C) Be designed for guided learning within a traditional physical classroom setting.
(D) Be significantly more expensive to produce and distribute to student groups.

52. In the context of ICT for research, what is an "Online Repository"?
(A) A software tool for automatically generating bibliographies and academic citations.
(B) A search engine specialized for finding academic websites and university data.
(C) A digital archive for storing and disseminating the scholarly output of an institution.
(D) A social media platform for researchers to connect and collaborate on shared projects.

53. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Inclusive education systems benefit significantly from the application of Educational Technology.
Reason (R): Assistive technologies can provide alternative means of access, representation, and expression for learners with diverse needs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

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54. Which of the following is considered an ethical issue for an e-learner?
(A) Having a slow internet connection.
(B) Using the instructor's lecture notes without permission in a personal blog.
(C) Preferring asynchronous over synchronous activities.
(D) Asking clarifying questions in a discussion forum.

55. Match List I (Instructional Design Model Phase) with List II (Key Activity) while following the codes given below:
List I: (Instructional Design Model Phase)
P. Analysis (ADDIE)
Q. Design (ADDIE)
R. Utilize Materials (ASSURE)
S. Evaluate & Revise (ASSURE)
List II: (Key Activity)
1. Conduct a pilot test of the media before full classroom use.
2. Assess the impact on student learning after instruction.
3. Identify the learning problem and goals.
4. Specify learning objectives and assessment instruments.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

56. Which of the following scenarios best illustrates the 'Engage' phase of the 5E Model of Constructivism?
(A) The teacher poses a puzzling question or a discrepant event to capture interest.
(B) The teacher presents a detailed and comprehensive PowerPoint on the laws of motion.
(C) Students conduct experiments to see how different forces affect an object's movement.

Statement II: The model proposes that 'System Quality', 'Information Quality', and 'Service Quality' affect 'User Satisfaction' and 'Use'.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

41. What is the key feature of a Massive Open Online Course (MOOC)?
(A) It is limited to a small number of participants to ensure high-quality interaction.
(B) It aims to provide large-scale, open-access participation via the web.
(C) It is always offered for a high fee by prestigious universities.
(D) It primarily uses offline materials distributed by post.

42. In the context of instructional design, what is the primary implication of Vygotsky's Zone of Proximal Development (ZPD)?
(A) Instruction should be based on the learner's current, independent level of mastery.
(B) Instruction should be targeted at the competence a learner can achieve with assistance.
(C) Learners should be allowed to discover all knowledge through independent and unguided exploration.
(D) Learning should be broken down into small, reinforced steps as per behaviorist models.

43. Which of the following is NOT one of the five 'E's of the constructivist learning model?
(A) Engage
(B) Explore
(C) Examine
(D) Explain

44. Which of the following is a potential ethical issue for an e-teacher?
(A) Respecting student privacy and data confidentiality.
(B) Ensuring that learners have the necessary hardware to access the course.
(C) Providing timely feedback on assignments.
(D) Designing engaging learning activities.

45. The 'Evaluation' phase of the ADDIE model primarily involves:
(A) Assessing the learner's prior knowledge and cognitive abilities before the instruction begins.
(B) Developing the instructional materials based on the blueprint and technical design specifications.
(C) A systematic process of determining the overall effectiveness and quality of the instruction.
(D) Implementing the completed instruction with the intended target audience in a real environment.

46. An e-portfolio is best defined as:
(A) A digital collection of a student's work, achievements, and reflections over time.
(B) A tool for conducting online surveys and quizzes.
(C) A secure online library for academic research papers.
(D) A software for managing student grades and attendance.

47. In the context of the D&M IS Success Model, 'Service Quality' refers to:
(A) The quality of the content and information provided by the e-learning system.
(B) The reliability, responsiveness, and usability of the e-learning platform itself.
(C) The quality of support that system users receive from the service provider.
(D) The overall satisfaction of the user with the entire online learning experience.

48. What is a "Creative Commons" license?
(A) A legal framework allowing creators to specify permissions for others to use their work.
(B) A type of software license that makes the source code available for open modification.
(C) A security protocol for protecting e-learning content from unauthorized access and piracy.
(D) A standard for ensuring the academic quality of Open Education Resources in universities.

49. Which instructional strategy would be most appropriate for a non-formal group of adult learners wanting to learn a new practical skill?
(A) A self-paced, hands-on workshop with peer

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skills rather than comparing students against each other. It ensures that every learner can perform key tasks to a set standard before moving forward. By focusing on practical abilities and clearly defined outcomes, this method provides a clear indication of a student's readiness for professional or academic advancement.

291. (C) To classify all verbal behavior in the classroom into distinct categories.
This observational tool is designed to provide an objective record of communication by sorting every spoken interaction into ten specific classifications. It distinguishes between different types of teacher talk, student responses, and periods of silence. By systematically categorizing these verbal events, evaluators can analyze the flow of classroom discourse and understand the underlying instructional patterns and social dynamics present.

292. (A) Non-verbal communication.
While many systems focus exclusively on spoken language, this particular framework recognizes the critical role of body language, gestures, and facial expressions. It provides a structured way to record whether a teacher's non-verbal cues are encouraging or restricting student participation. By incorporating these silent signals, the system offers a more comprehensive analysis of the communication climate within the learning environment.

293. (D) Teacher's directness versus indirectness in communication.
By analyzing the data recorded in an interaction matrix, evaluators can identify the dominant style of teacher influence. This reveals whether the educator primarily uses direct methods, like lecturing or giving commands, or indirect methods, such as praising or using student ideas. Understanding this balance provides valuable insights into the classroom atmosphere and the level of student engagement fostered.

294. (B) The context of andragogy and adult learning.
Interaction analysis is particularly valuable in adult education settings because it allows for the objective study of complex communication patterns. Since andragogy emphasizes collaboration and mutual respect, measuring the quality and quantity of interaction is essential. These tools help ensure that the learning environment remains supportive and that the dialogue between the facilitator and adult learners is effective.

295. (C) Provide a data-driven analysis of classroom interaction dynamics.
Both systems share the objective of moving beyond subjective impressions to a more rigorous, evidence-based understanding of the classroom. By using structured categories to record and analyze communication, they provide concrete data about how teachers and students interact. This systematic approach allows for a precise evaluation of the learning environment and helps identify specific areas for professional development and improvement.

296. (D) Product criteria.
This category of evaluation focuses on the tangible results and end goals of the teaching process. When a teacher's effectiveness is judged based on student achievement, such as test scores or learning gains, it reflects this outcome-oriented approach. It essentially asks whether the students have successfully acquired the intended knowledge and skills as a direct result of the instructor's efforts.

297. (A) Process criteria.
This perspective examines the actual methods and behaviors used by the teacher during instruction. It involves observing classroom management, the choice of teaching strategies, and the nature of interactions with students. By focusing on the "how" of teaching, this approach evaluates the quality of the learning environment and the instructional techniques employed to facilitate student engagement and understanding.

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298. (B) Presage criteria.
These criteria refer to the background characteristics and qualifications that a teacher brings to the classroom. This includes their educational attainment, years of professional experience, and specific subject matter expertise. These factors are considered antecedent to the actual teaching process and are believed to have a significant influence on the overall effectiveness and quality of the instruction provided.

(D) Students write a laboratory report summarizing their findings and final conclusions.

57. An online survey tool like Google Forms or SurveyMonkey can be used in education primarily for:
(A) Delivering high-stakes final examinations securely within a proctored digital environment.
(B) Creating complex learning simulations that model real-world physics or social behaviors.
(C) Gathering feedback, conducting formative assessments, and collecting research data.
(D) Storing and showcasing student artifacts in a longitudinal digital e-portfolio system.

58. Consider the following statements related to theories of learning:
(a) Skinner's operant conditioning is a central concept in behaviourist theory.
(b) Piaget's theory focuses on four stages of cognitive development.
(c) Bruner advocated for discovery learning and the spiral curriculum.
(d) Vygotsky's theory is a cognitive theory that minimizes the role of social interaction.
Which of the above statements are correct?
(A) (a), (b) and (d) only
(B) (a), (b) and (c) only
(C) (b), (c) and (d) only
(D) (a), (c) and (d) only

59. What is the fundamental principle of the 'Systems Approach' to instructional design?
(A) It prioritizes the selection of specific technology over pedagogical or social strategies.
(B) It treats instruction as a collection of independent, unrelated parts in a sequence.
(C) It views instruction as a system where all components are interrelated.
(D) It is a rigid, non-iterative process that cannot be modified once development begins.

60. An instructor records her lecture and makes it available for students to watch online before they come to a face-to-face class session, which is then used for interactive problem-solving. This pedagogical strategy is commonly known as:
(A) The flipped classroom
(B) Synchronous learning
(C) Computer-Managed Learning (CML)
(D) Behaviourist instruction

61. Which component of the D&M IS Success Model (2003) measures the user's subjective evaluation of the e-learning experience?
(A) System Quality
(B) Information Quality
(C) User Satisfaction
(D) Service Quality

62. The 'Nine Elements of Constructivist Instructional Design' emphasize creating learning environments that are:
(A) Highly structured and teacher-directed following a rigid and linear plan.
(B) Focused on rote memorization and repetitive drill and practice techniques.
(C) Complex, realistic, and relevant, promoting collaboration and reflection.
(D) Based on a fixed sequence of information delivery through one-way broadcasts.

63. The primary difference between an online library and an online repository is that:
(A) A library provides access to published works, while a repository archives an institution's output.
(B) Online libraries are always free to use, while online repositories require a paid subscription.
(C) Online repositories are for text documents, while online libraries include multimedia files.
(D) An online library is a physical place, while a repository is purely digital and virtual.

64. Which of the following is an example of an offline assessment tool?
(A) An online quiz created with a test generator that requires internet access to complete.
(B) A live polling feature used during a webinar to get real-time student feedback.
(C) A downloadable software that allows teachers to create and print paper-based tests.
(D) A collaborative wiki where students are

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(C) The quick compilation of freely available resources from the internet.
(D) A process focused solely on creating video content for online delivery.

100. Arrange the following steps of the Dick and Carey model in logical order:
(a) Write Performance Objectives
(b) Develop Assessment Instruments
(c) Identify Instructional Goal
(d) Conduct Instructional Analysis
(e) Develop and Select Instructional Materials
Choose the correct order from the options given below:
(A) (c), (d), (a), (b), (e)
(B) (a), (b), (c), (d), (e)
(C) (c), (a), (d), (e), (b)
(D) (d), (c), (b), (a), (e)

101. 'Blended learning' is a pedagogical approach that:
(A) Mixes students from different age groups in the same online class.
(B) Combines face-to-face instruction with online learning components.
(C) Uses a blend of different software applications in a single lesson.
(D) Merges humanities subjects with science subjects in an integrated curriculum.

102. Match List I (Concept) with List II (Associated Theorist) while following the codes given below:
List I: (Concept)
P. Operant Conditioning
Q. Stages of Cognitive Development
R. Social Development Theory
S. Meaningful Verbal Learning
List II: (Associated Theorist)
1. Jean Piaget
2. Lev Vygotsky
3. David Ausubel
4. B.F. Skinner
(A) P-1, Q-4, R-2, S-3
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-1, R-2, S-3
(D) P-2, Q-1, R-3, S-4

103. Which of the following is an example of an 'Online Repository' for research?
(A) Google Scholar
(B) Shodhganga
(C) JSTOR
(D) Turnitin

104. The final phase of the ASSURE model, 'Evaluate and Revise', focuses on:
(A) Evaluating the technology and media used.
(B) Assessing student learning outcomes.
(C) Evaluating the overall instructional process for future improvement.
(D) All of the above.

105. Read the following statements regarding the use of ICT in research:
Statement I: The primary purpose of ICT in research is to automate the entire research process, eliminating the need for a human researcher.
Statement II: ICT in research serves as a powerful tool for literature search, data collection, data analysis, and dissemination of findings.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

106. In the context of e-learning quality, 'System Quality' as per the D&M IS Success Model refers to the:
(A) Accuracy and relevance of the information presented.
(B) Desirable technical characteristics such as ease of use and reliability.
(C) Quality of support provided to the users.
(D) Tangible benefits realized by the organization.

107. Consider the following statements about instructional strategies for different groups:
(a) Large group instruction often relies on one-way communication like lectures.
(b) Small group instruction allows for more interaction and collaborative learning.
(c) Non-formal group strategies are typically more flexible and learner-centered than formal ones.
(d) The choice of strategy is independent of the learning objectives.
Which of the above statements are correct?
(A) (a), (b) and (d) only
(B) (b), (c) and (d) only
(C) (a), (c) and (d) only

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(B) Students participating in hands-on activities to generate their own ideas.
(C) The teacher assessing student understanding through a formal and final test.
(D) The teacher providing a brief summary of the key concepts learned so far.

74. A live video conference for a tutorial session is a classic example of:
(A) Synchronous communication
(B) Asynchronous communication
(C) Mobile learning
(D) Offline learning

75. Arrange the main stages of the ASSURE model in the correct sequence:
(a) Select Media and Materials
(b) Analyze Learners
(c) State Objectives
(d) Utilize Media and Materials
(e) Require Learner Participation
Choose the correct order from the options given below:
(A) (b), (c), (a), (d), (e)
(B) (a), (b), (c), (d), (e)
(C) (b), (a), (c), (e), (d)
(D) (c), (b), (a), (d), (e)

76. The concept of 'Instructional Technology' is narrower in scope than 'Educational Technology' because it primarily focuses on:
(A) The administrative aspects of education.
(B) The systematic design and implementation of learning experiences.
(C) The development of institutional policies on technology use.
(D) The sociological impact of technology on society.

77. An online test generator is a tool that helps educators to:
(A) Create, administer, and grade quizzes and tests in a digital format.
(B) Generate random topics for research papers.
(C) Analyze large datasets for educational research.
(D) Build and maintain student e-portfolios.

78. Which of the following is an incorrect pairing of a learning theorist and their implication for instructional design?
(A) Skinner - Use of reinforcement and immediate feedback.
(B) Piaget - Instruction should be matched to the learner's developmental stage.
(C) Vygotsky - Learning should be a solitary, individual activity without peer help.
(D) Ausubel - Use advance organizers to bridge the gap between existing knowledge.

79. The term Information and Communication Technology (ICT) is generally considered a broader term than Information Technology (IT) because:
(A) ICT includes communication technologies, whereas IT is focused only on computation.
(B) ICT is an older term that has been replaced by IT.
(C) IT is used in business, while ICT is used only in education.
(D) ICT refers only to hardware, while IT refers to both hardware and software.

80. What is the primary purpose of an e-portfolio in the evaluation process?
(A) To conduct a standardized, one-time final exam.
(B) To provide a platform for anonymous peer feedback.
(C) To enable authentic assessment of a student's growth and learning.
(D) To automate the grading of multiple-choice questions.

81. Match List I (Term) with List II (Definition) while following the codes given below:
List I: (Term)
P. CAI (Computer-Assisted Instruction)
Q. CML (Computer-Managed Learning)
R. CBT (Computer-Based Training)
S. CAL (Computer-Assisted Learning)
List II: (Definition)
1. Computer's role is to manage and track student progress.
2. Using the computer to deliver instructional content directly.
3. A broader term for using computers to support the learning process.
4. A specific application of CAI focused on skill acquisition for a job.
(A) P-2, Q-1, R-4, S-3
(B) P-1, Q-2, R-3, S-4

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graded on their shared digital contributions.

65. Read the following statements regarding e-learning models:
Statement I: Offline e-learning allows learners to access educational content without a continuous internet connection.
Statement II: Synchronous e-learning requires all participants to be online at the same time for live interaction.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

66. What is the main purpose of using ICT for administration in an educational institution?
(A) To replace teachers with automated systems.
(B) To enhance the delivery of instructional content.
(C) To streamline processes like admissions, record-keeping, and communication.
(D) To conduct high-level academic research.

67. Consider the following characteristics associated with Massive Open Online Courses (MOOCs):
(a) Restricted enrollment based on prior academic performance.
(b) Scalability to support a large number of participants.
(c) Open access, often free of charge.
(d) Primarily delivered through physical mail.
(e) Use of online platforms for content delivery and interaction.
Which of the above statements are correct?
(A) (a), (c), and (e) only
(B) (b), (c), and (e) only
(C) (a), (b), and (d) only
(D) (b), (d), and (e) only

68. In Mason's model of online course development, which element is NOT one of the primary considerations?
(A) Content
(B) Design
(C) Assessment
(D) Delivery

69. According to Piaget's theory of cognitive development, a child who can think logically about abstract concepts and hypothetical situations is in which stage?
(A) Sensorimotor
(B) Preoperational
(C) Concrete operational
(D) Formal operational

70. The term 'Net Benefits' in the D&M IS Success Model refers to:
(A) The financial profit generated by the e-learning system within a specific fiscal year.
(B) The impact of the system on individuals, groups, and the organization.
(C) The total number of users who successfully complete a course within the platform.
(D) The technical superiority of the system over its competitors in the commercial market.

71. Which of the following is NOT an example of assistive technology for e-learning?
(A) Text-to-speech software for a student with dyslexia.
(B) A plagiarism detection software for an instructor.
(C) An alternative keyboard for a student with a motor disability.
(D) A screen magnifier for a student with low vision.

72. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The 'Design' phase in the Dick and Carey model involves writing performance objectives.
Reason (R): Performance objectives precisely describe what learners will be able to do after completing the instruction, which guides the development of instruction and assessment.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

73. The 'Explore' phase of the 5E constructivist model is characterized by:
(A) The teacher introducing new vocabulary and specific technical definitions.

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(a) Promotion of student self-assessment and reflection.
(b) Showcase of achievements to potential employers.
(c) Facilitation of standardized multiple-choice testing.
(d) Documentation of learning processes and progress over time.
(e) A single, final grade for the entire course.
Which of the above are correct benefits?
(A) (a), (b), and (c) only
(B) (c), (d), and (e) only
(C) (a), (b), and (d) only
(D) (b), (c), and (e) only

92. Jerome Bruner's concept of a 'spiral curriculum' involves:
(A) Students choosing their own curriculum path from a wide array of options.
(B) A curriculum where key concepts are presented repeatedly, with increasing complexity.
(C) A curriculum that is designed entirely by the students themselves.
(D) A rigid, lock-step curriculum that all students must follow at the same pace.

93. The primary goal of applying Educational Technology in an inclusive education system is to:
(A) Replace the need for special education teachers.
(B) Reduce the cost of education for students with disabilities.
(C) Provide customized experiences and remove barriers to learning.
(D) Standardize the curriculum for all students, regardless of ability.

94. What is the difference between an online survey tool and an online test generator?
(A) Survey tools are for opinions, while test generators are for graded questions with correct answers.
(B) Test generators are offline tools, while survey tools are online.
(C) Survey tools are free, while test generators always require payment.
(D) There is no significant difference; the terms are interchangeable.

95. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): MOOCs have the potential to democratize higher education on a global scale.
Reason (R): They are typically offered by lesser-known institutions and carry high tuition fees, limiting access.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

96. Which of the following is an example of a formal learning environment where Educational Technology is applied?
(A) Watching a documentary on a historical event at home.
(B) Using a language-learning app during a daily commute.
(C) A university classroom using an interactive whiteboard and LMS.
(D) Participating in an online fan community for a specific hobby.

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97. The 'Development' phase of the ADDIE model is where:
(A) The need for instruction is first identified.
(B) The storyboards and prototypes for the instruction are created.
(C) The actual instructional materials are produced.
(D) The effectiveness of the instruction is measured.

98. A key implication of Ausubel's learning theory for instructional design is the importance of:
(A) Scaffolding
(B) Discovery learning
(C) Advance organizers
(D) Operant conditioning

99. Which of the following best describes the process of preparing Open and Distance Learning Material (ODLM)?
(A) A systematic process involving design and content development.
(B) A simple transfer of classroom lecture notes into a printed format.

(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

136. The 'Explain' phase of the 5E constructivist model involves:
(A) Students carrying out hands-on investigations in groups.
(B) The teacher asking a thought-provoking lesson question.
(C) Students articulating understanding while teachers provide definitions.
(D) Students applying their knowledge to a new situation.

137. Which of the following is NOT a benefit of using online assessment tools?
(A) Immediate feedback for students.
(B) Automated grading and data analysis for instructors.
(C) Elimination of all forms of cheating.
(D) Flexibility for students to take assessments at different times and locations.

138. The development of Open and Distance Learning Material (ODLM) must pay special attention to:
(A) Integrating activities to promote active and self-directed learning.
(B) Ensuring the content is sufficiently difficult to challenge.
(C) Using complex academic language to maintain high standards.
(D) Keeping the production cost as high as possible.

139. Which of the following correctly identifies a component and its description within the Dick and Carey model?
(A) Revise Instruction - This is the first step where the need for revision is assessed.
(B) Identifying entry behaviors and characteristics of the learning environment.
(C) Develop Instructional Strategy - This step involves writing the final exam for the course.
(D) Identify Instructional Goal - This step involves selecting the media for content delivery.

140. Which of the following is an incorrect statement about the application of Educational Technology?
(A) In formal education, ET can support classroom instruction and online learning.
(B) In ODL, ET is crucial for material delivery and learner support.
(C) ET has no role in informal learning as it is unplanned.
(D) In inclusive education, ET can provide assistive technologies.

141. Match List I (Web 2.0 tool) with List II (Primary educational use) while following the codes given below:
List I: (Web 2.0 tool)
P. Blog
Q. Wiki
R. Social Networking Site
S. Discussion Forum
List II: (Primary educational use)
1. Asynchronous threaded conversations on specific topics.
2. Building an online community and sharing resources.
3. Collaborative creation and editing of a shared document.
4. Individual or group reflective journaling.
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-4, Q-2, R-3, S-1
(D) P-3, Q-4, R-1, S-2

142. The term 'digital divide', which E-Inclusion seeks to address, refers to the gap between:
(A) Students who prefer online learning and those who prefer face-to-face learning.
(B) Individuals who have access to modern ICT and those who do not.
(C) The first generation of digital technology and the current generation.
(D) Teachers who use technology and those who do not.

143. Consider the following characteristics of constructivist instructional design:
(a) Emphasis on teacher-centered instruction.
(b) Use of authentic, real-world problems.
(c) Promotion of student autonomy and initiative.
(d) Encouragement of social negotiation of

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(D) (a), (b) and (c) only

108. Which of these is a key characteristic of learning in a constructivist paradigm?
(A) Active construction of knowledge.
(B) Passive reception of information.
(C) Memorization of facts without context.
(D) Learning as a result of stimulus-response conditioning.

109. What is the role of the teacher in an instructional design based on Vygotsky's theory?
(A) To be a 'sage on the stage', delivering and verifying one-way information.
(B) To be a 'guide on the side', facilitating learning and providing scaffolding.
(C) To create a stimulus-rich environment and provide rewards and reinforcement.
(D) To allow students to learn entirely on their own without teacher intervention.

110. Which statement about the relationship between IT, CT, and ICT is the most accurate?
(A) IT and CT are competing technologies.
(B) ICT represents the convergence of Information Technology and Communication Technology.
(C) IT is a sub-component of CT.
(D) ICT is an outdated term for modern IT.

111. The 'Implementation' phase of the ADDIE model involves:
(A) Designing the blueprint for the instruction.
(B) Creating the instructional materials.
(C) The actual delivery of the instruction to the learners.
(D) Measuring the impact of the instruction.

112. A university offers a degree program where students never attend campus physically and all interactions, content delivery, and assessments are conducted online. This is an example of:
(A) Open and Distance Learning (ODL)
(B) Inclusive education
(C) Informal education
(D) Blended learning

113. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The use of social networking sites for educational purposes must be carefully managed to address ethical concerns.
Reason (R): Issues such as cyberbullying, breach of privacy, and the spread of misinformation can arise in such environments.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

114. The 'A' in the ASSURE model stands for:
(A) Assess
(B) Action
(C) Analyze
(D) Application

115. A key difference between 'informal' and 'non-formal' education is that:
(A) Informal education leads to a formal degree, while non-formal does not.
(B) Non-formal is structured, while informal is unstructured and incidental.
(C) Informal education is always technologically mediated, whereas non-formal is not.
(D) Non-formal education happens in schools, while informal education happens at home.

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116. Consider the following components of the 'Nine Elements of Constructivist Instructional Design':
(a) Providing rewards for correct answers.
(b) Anchoring learning in authentic contexts.
(c) Promoting reflection on learning.
(d) Supporting collaboration among learners.
(e) Strict adherence to a pre-defined learning path.
Which of the above statements are correct?
(A) (a), (b), and (c) only
(B) (b), (c), and (d) only
(C) (a), (d), and (e) only
(D) (c), (d), and (e) only

117. 'Moodle' and 'Blackboard' are popular examples of:
(A) Online Repositories
(B) Social Networking Sites
(C) Learning Management Systems (LMS)
(D) E-portfolio tools

118. The 'Elaborate' phase in the 5E Model provides an opportunity for students to:
(A) First encounter a new concept through an activity.
(B) Explain their understanding of the concept.
(C) Apply their understanding to new contexts and extend their learning.
(D) Assess their own understanding of the concept.

119. What is the most significant implication of behaviourist theories for instructional design?
(A) The focus on internal mental processes.
(B) The importance of social interaction in learning.
(C) The emphasis on observable behaviour and reinforcement.
(D) The need for learners to discover knowledge independently.

120. In the context of Open Education Resources, a "Creative Commons - Attribution" (CC BY) license means that users can:
(A) Only view the material but cannot share or adapt it.
(B) Share and adapt the material as long as they credit the creator.
(C) Use the material only for non-commercial purposes.
(D) Share the material but cannot make any changes to it.

121. The systematic process of determining the merit, worth, and significance of an e-learning program falls under which category?
(A) E-learning development
(B) E-learning administration
(C) Quality of E-Learning measurement
(D) E-Inclusion

122. Which of the following is NOT a typical feature of a Web 2.0 tool?
(A) User-generated content
(B) Read-only content delivery
(C) Collaboration and sharing
(D) Rich user experience

123. An online PhD thesis repository like 'Shodhganga' primarily supports which aspect of the academic process?
(A) Undergraduate teaching
(B) School administration
(C) ICT for Research
(D) Formative student assessment

124. Which instructional model is often criticized for being too linear and rigid, although in practice it is often implemented more cyclically?
(A) ASSURE Model
(B) Mason's Model
(C) ADDIE Model
(D) 5E Model

125. Arrange the first five events of Gagne's Nine Events of Instruction in the correct sequence:
(a) Stimulate recall of prior learning
(b) Gain attention
(c) Present the content
(d) Inform learners of the objective
(e) Provide learning guidance
Choose the correct order from the options given below:
(A) (b), (d), (a), (c), (e)
(B) (a), (b), (c), (d), (e)
(C) (b), (a), (d), (e), (c)
(D) (d), (b), (a), (c), (e)

126. Read the following statements regarding mobile learning:
Statement I: Mobile learning (m-learning) is limited to accessing e-books on a tablet.
Statement II: M-learning encompasses a wide range of learning activities, including accessing content, collaborating with peers, and creating media, all through portable devices.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

127. Which of the following is the best example of 'Informal Learning' using technology?
(A) Completing a mandatory online compliance training for work.
(B) Enrolling in a university's online degree program.
(C) Watching a YouTube tutorial to learn how to fix a leaky faucet.
(D) Following a structured MOOC on data science.

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128. Match List I (D&M IS Success Model Dimension) with List II (Example) while following the codes given below:
List I: (D&M IS Success Model Dimension)
P. Information Quality
Q. System Quality
R. Service Quality
S. User Satisfaction
List II: (Example)
1. The e-learning website is easy to navigate and rarely has technical glitches.
2. A student reports a high level of contentment with the online course experience.
3. The help desk responds quickly and effectively to a student's technical problem.
4. The course content is accurate, up-to-date, and relevant to the learning objectives.
(A) P-1, Q-4, R-2, S-3
(B) P-4, Q-1, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-3, S-4

129. The main difference between Computer-Assisted Instruction (CAI) and Computer-Managed Learning (CML) is that:
(A) CAI delivers instruction, while CML manages the process.
(B) CML is an older and less effective technology than CAI.
(C) CAI is for science subjects, while CML is for arts.
(D) CAI requires internet, while CML is purely offline.

130. A teacher wants to help a student with a visual impairment access digital text for an online course. Which assistive technology would be most appropriate?
(A) A joystick
(B) A screen reader
(C) A spell checker
(D) A discussion forum

131. Consider the following statements regarding instructional design models:
(a) The ADDIE model is an acronym for its five phases.
(b) The ASSURE model is specifically designed for planning lessons that use media.
(c) The Dick and Carey model is a systems approach model that begins with identifying an instructional goal.
(d) Mason's model is primarily focused on behaviourist instruction.
Which of the above statements are correct?
(A) (a), (b) and (d) only
(B) (a), (b) and (c) only
(C) (b), (c) and (d) only
(D) (a), (c) and (d) only

132. The concept that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge is the core of:
(A) Behaviourism
(B) Social Development Theory
(C) Constructivism
(D) Meaningful Reception Learning

133. What is the primary ethical responsibility of an e-teacher concerning intellectual property?
(A) To properly cite and attribute sources and respect copyright.
(B) To use only materials they have personally developed from scratch.
(C) To ensure students cannot copy any digital course materials provided.
(D) To use a plagiarism checker for every single student submission.

134. In Gagne's nine events, "stimulating recall of prior learning" is important because it:
(A) Helps learners retrieve knowledge from long-term memory.
(B) Informs the learner what they will be able to do.
(C) Catches the learner's interest and makes them receptive.
(D) Provides an opportunity for the learner to practice skills.

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135. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): A systems approach to instructional design is iterative in nature.
Reason (R): Formative evaluation is conducted throughout the process, and the results are used to revise and improve the instruction, creating feedback loops between the stages.
(A) Both A and R are true and R is the correct explanation of A.

(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

82. In Gagne's Nine Events of Instruction, 'assessing performance' directly follows which event?
(A) Providing learning guidance
(B) Eliciting performance
(C) Providing feedback
(D) Enhancing retention and transfer

83. Which of the following correctly describes the relationship between learning theories and instructional strategies?
(A) A single learning theory is sufficient to guide all types of instructional strategies.
(B) Instructional strategies are developed independently of learning theories.
(C) Choice of strategy is often influenced by principles of a specific learning theory.
(D) Behaviourist strategies are best for all small group activities.

84. The use of discussion forums in an online course primarily facilitates:
(A) Asynchronous peer-to-peer interaction and collaborative learning.
(B) The delivery of core content from the instructor to the students.
(C) Real-time, synchronous problem-solving sessions.
(D) The administration of high-stakes, timed examinations.

85. Consider the following statements about e-Inclusion:
(a) It is primarily concerned with providing high-speed internet to all learners.
(b) It aims to bridge the digital divide for disadvantaged groups.
(c) It involves the use of assistive technologies to support learners with disabilities.
(d) It is synonymous with the concept of blended learning.
Which of the above statements are correct?
(A) (a) and (d) only
(B) (b) and (c) only
(C) (a), (b) and (c) only
(D) (b), (c) and (d) only

86. A teacher who wants to create an online quiz that can be taken by students on their own time would be looking for a(n):
(A) Online survey tool or test generator
(B) E-portfolio platform
(C) Online repository
(D) Social networking site

87. Which of the following is NOT a dimension of quality in the D&M IS Success Model (2003)?
(A) Information Quality
(B) System Quality
(C) Financial Quality
(D) Service Quality

88. The defining characteristic of a 'systems approach' to any process, including instructional design, is:
(A) A focus on individual components in isolation.
(B) Perception of the process as a whole with interdependent parts.
(C) A strictly linear progression with no feedback loops.
(D) The exclusion of human elements in favor of technological ones.

89. Read the following statements regarding academic ethics in e-learning:
Statement I: Plagiarism in an online research assignment is an ethical issue for an e-learner.
Statement II: The ease of copy-pasting from digital sources increases the temptation and opportunities for academic dishonesty in e-learning environments.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

90. An instructional design that emphasizes authentic tasks, collaborative work, and reflection, where the teacher acts as a coach, is based on which paradigm?
(A) Behaviourist
(B) Constructivist
(C) Humanist
(D) Information Processing

91. Consider the following potential benefits of using e-portfolios in education:

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meaning.
(e) Assessment focused on rote recall of facts.
Which of the above statements are correct?
(A) (a), (b), and (c) only
(B) (b), (c), and (d) only
(C) (a), (d), and (e) only
(D) (c), (d), and (e) only

144. In the ASSURE model, the 'R' stands for:
(A) Review Learners
(B) Revise Materials
(C) Require Learner Participation
(D) Reinforce Correct Responses

145. Read the following statements regarding e-portfolios:
Statement I: E-portfolios are static repositories of a student's best work, submitted at the end of a course.
Statement II: E-portfolios are dynamic, developmental spaces that can showcase a student's process, progress, and reflection over time.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

146. A learning theory's implication for instructional design refers to how the principles of that theory:
(A) Can be translated into practical strategies for creating effective learning experiences.
(B) Are critiqued and delegated by academics.
(C) Have evolved over the history of educational psychology.
(D) Are applied in industrial and organizational settings.

147. A "test generator" is a software tool used for:
(A) Developing and formatting questions for quizzes and examinations.
(B) Creating online collaborative projects.
(C) Storing and managing research articles in an online library.
(D) Building student e-portfolios.

148. The most significant advantage of asynchronous e-learning is:
(A) Real-time interaction and immediate feedback.
(B) The sense of community built through live sessions.
(C) Flexibility in terms of time and place for learners.
(D) The requirement for all learners to have high-speed internet.

149. According to the D&M IS Success Model, the combined effects of 'Information Quality', 'System Quality', and 'Service Quality' directly influence:
(A) Net Benefits only
(B) Use and User Satisfaction
(C) The ethical behavior of the e-learner
(D) The choice of instructional design model

150. Arrange the phases of the 5E Model of Constructivism in the correct order:
(a) Explain
(b) Elaborate
(c) Engage
(d) Explore
(e) Evaluate
Choose the correct order from the options given below:
(A) (c), (d), (a), (b), (e)
(B) (a), (b), (c), (d), (e)
(C) (c), (e), (d), (a), (b)
(D) (d), (c), (a), (e), (b)

151. Which of the following is a primary characteristic of a behaviourist instructional strategy?
(A) Open-ended problem-solving through discovery.
(B) Breaking complex behaviors into smaller reinforced steps.
(C) Collaborative knowledge construction.
(D) Learner reflection on their own thinking.

152. In an e-learning context, ensuring data privacy and security for student information is a critical component of:
(A) E-learning Ethics
(B) Instructional Design
(C) Social Learning
(D) Assistive Technology

153. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Bruner's concept of discovery learning suggests that learners should be passive

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recipients of information.
Reason (R): Discovery learning emphasizes that students should actively explore, manipulate materials, and discover principles for themselves.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

154. Gagne's event, 'Enhancing retention and transfer', involves:
(A) Providing practice and examples to help apply knowledge.
(B) Simply repeating information multiple times.
(C) Giving a final summative test for the course.
(D) Gaining the learner's attention at the start.

155. Which of the following is NOT a feature of a 'systems approach' to instructional design?
(A) It is goal-oriented.
(B) It considers the interrelationship of all parts.
(C) It treats each component as an independent and isolated unit.
(D) It incorporates feedback and is self-correcting.

156. An 'Online Library' such as JSTOR or ProQuest provides researchers with:
(A) A platform to self-archive and publish papers.
(B) Access to a collection of scholarly literature.
(C) Tools for creating online survey questions.
(D) A social network to connect with researchers.

157. The main purpose of the 'Analysis' phase in the ADDIE model is to:
(A) Develop the instructional materials.
(B) Deliver the instruction to the target audience.
(C) Identify the learning problem, goals, and audience.
(D) Create a prototype of the final product.

158. Which of the following statements about ICT in evaluation is incorrect?
(A) ICT can automate the scoring of objective tests.
(B) E-portfolios allow for authentic assessment of student work over time.
(C) Online assessment tools can provide immediate feedback to students.
(D) The use of ICT in evaluation completely eliminates the possibility of academic dishonesty.

159. Consider the following elements related to e-learning:
(a) Synchronous communication
(b) Asynchronous communication
(c) Use of Web 2.0 tools
(d) Application of assistive technologies
(e) Measurement of system quality
Which of the above are relevant concepts within the domain of technology for education?
(A) (a), (b), and (c) only
(B) (c), (d), and (e) only
(C) (a), (c), and (e) only
(D) All of (a), (b), (c), (d), and (e)

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160. The 'S' in the ASSURE model stands for:
(A) Synthesize
(B) State Objectives
(C) Stimulate
(D) System

161. An instructor providing 'scaffolding' to a student in line with Vygotsky's theory would be:
(A) Providing temporary support to help complete a task.
(B) Giving the student the final answer to a problem.
(C) Rewarding the student for every correct step completed.
(D) Asking the student to discover solutions without help.

162. Match List I (Term) with List II (Best Example) while following the codes given below:
List I: (Term)
P. Blended Learning
Q. Social Learning Tool
R. Assistive Technology
S. OER Platform
List II: (Best Example)
1. A screen reader for a visually impaired student.
2. A course using both in-class lectures and online discussion forums.

3. MIT OpenCourseWare.
4. A class wiki for a collaborative project.

(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-3, Q-4, R-1, S-2

163. The final "E" in the 5E model, 'Evaluate', refers to:
(A) The teacher evaluating the curriculum for the next year.
(B) Both the student and teacher assessing the student's understanding of the concepts.
(C) Students evaluating the teacher's performance.
(D) The evaluation of the technology used in the lesson.

164. What is the defining characteristic of 'Computer-Managed Learning' (CML)?
(A) The computer tracks performance and directs students to resources.
(B) The computer presents new information in a step-by-step tutorial.
(C) The computer is used to host a live video conference.
(D) The computer provides a simulated environment for practicing skills.

165. Read the following statements regarding technology definitions:
Statement I: Instructional Technology is synonymous with Educational Technology.
Statement II: Instructional Technology is a subset of Educational Technology, focusing specifically on the design and delivery of instruction.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

166. A key benefit of using online repositories for research is:
(A) Guaranteed peer-review quality for all documents.
(B) Increased access and visibility for scholarly work.
(C) Free access to all subscription-based academic journals.
(D) Automated data analysis services.

167. A course designed with a mix of live webinars, asynchronous discussion forums, and self-paced readings is an example of what kind of e-learning approach?
(A) A mix of synchronous and asynchronous
(B) Purely synchronous
(C) Purely asynchronous
(D) Purely offline

168. Which of the following is a key implication of Piaget's theory for instructional design?
(A) Teachers should present information far beyond current cognitive stages.
(B) Social context is always more important than individual cognitive level.
(C) Instruction should be tailored to the cognitive stage of development.
(D) All learning is a result of reinforcement and behavioral punishment.

169. What does the term 'e-Inclusion' primarily address in the context of e-learning?
(A) Inclusion of more multimedia content.
(B) Ensuring equitable access for all, including those with disabilities.
(C) Mandatory inclusion of group work.
(D) The process of registering for a program.

170. Which instructional model places a strong emphasis on the "events of instruction" derived from information-processing theories of learning?
(A) Gagne's Nine Events of Instruction
(B) ADDIE Model
(C) ASSURE Model
(D) Mason's Model

171. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The 'Net Benefits' dimension was a significant addition in the updated D&M IS Success Model of 2003.
Reason (R): It was added to capture the overall impact and value of the information system, whether positive or negative, on its stakeholders.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

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191. The use of a smartboard in a classroom to display interactive content is an application of Educational Technology in which setting?
(A) Informal
(B) Non-formal
(C) Formal
(D) Inclusive

192. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The final step of Gagne's nine events is 'Assessing Performance'.
Reason (R): Gagne's model concludes with 'Enhancing Retention and Transfer' to ensure learning is durable and applicable in new contexts.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

193. The concept of using technology to provide equitable learning opportunities for students with disabilities is called:
(A) E-Inclusion
(B) E-learning
(C) Blended learning
(D) Social learning

194. Which of the following is an ethical consideration for an e-teacher related to teaching and learning?
(A) Providing accurate and fair assessments of student work.
(B) Having the latest computer hardware.
(C) Using the most expensive e-learning platform.
(D) Requiring students to be on camera at all times.

195. In the context of instructional design, the key difference between the ADDIE and ASSURE models is that:
(A) ADDIE is a general process, while ASSURE plans media for a specific lesson.
(B) ADDIE is a behaviourist model, while ASSURE is constructivist.
(C) ADDIE is only for online learning, while ASSURE is only for face-to-face.
(D) ADDIE has five phases, while ASSURE has nine.

196. The "Five E's of Constructivism" is a model of:
(A) Instructional design
(B) Classroom management
(C) Teacher evaluation
(D) School administration

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197. Which of the following is NOT a Web 2.0 tool used for social learning?
(A) Blog
(B) Wiki
(C) Read-only PDF document
(D) Discussion forum

198. The D&M IS Success Model provides a framework for:
(A) Measuring the quality and success of an existing e-learning system.
(B) Designing new e-learning systems from scratch.
(C) Training teachers on how to use technology.
(D) Writing ethical guidelines for e-learners.

199. Which of the following is a characteristic of 'Mobile Learning'?
(A) It requires learners to be stationary at a desktop computer.
(B) It is always asynchronous.
(C) It is only suitable for informal learning.
(D) It leverages the portability of devices like smartphones and tablets.

200. Which set of theorists are all associated with Cognitive or Constructivist approaches to learning?
(A) Piaget, Bruner, Vygotsky
(B) Skinner, Piaget, Vygotsky
(C) Piaget, Ausubel, Skinner
(D) Skinner, Thorndike, Pavlov

201. A teacher wants to use a constructivist approach for a science lesson on ecosystems. Which activity would be most appropriate?
(A) Ask students to memorize definitions of producer and consumer.
(B) Have students build a terrarium and observe the interactions.
(C) Deliver a comprehensive lecture on various ecosystem types.

2. A comprehensive systems view of instructional design from goal to evaluation.
3. A general, cyclical process framework for building instruction.
4. A micro-level model detailing the cognitive steps for a successful learning session.

(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

182. Which of the following is NOT one of the nine elements of constructivist instructional design?
(A) Providing coaching and scaffolding
(B) Fostering reflection
(C) Promoting a single, correct perspective
(D) Using authentic tasks

183. Read the following statements regarding social learning in e-learning:
Statement I: The concept of social learning in e-learning contexts leverages technologies that facilitate communication and collaboration.
Statement II: Tools like discussion forums, wikis, and video conferencing support learning with and from others.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

184. In the D&M IS Success model, what is the antecedent to 'Net Benefits'?
(A) Service Quality
(B) Information Quality
(C) User Satisfaction and Use
(D) System Quality

185. A collection of student work stored digitally that demonstrates their efforts, progress, and achievements over time is known as a(n):
(A) E-portfolio
(B) Online library
(C) Online repository
(D) Test generator

186. Which of the following learning theories would most strongly support the use of drill-and-practice software with immediate positive feedback?
(A) Constructivism
(B) Behaviourism
(C) Social Learning Theory
(D) Humanism

187. Consider the following actions related to ICT in research:
(a) Using online libraries and databases for literature review.
(b) Using online survey tools for data collection.
(c) Using statistical software for data analysis.
(d) Using online repositories for disseminating findings.
(e) Using ICT to fabricate research data.
Which of the above are valid applications of ICT in the research process?
(A) (a), (b), (c), and (d) only
(B) (b), (c), and (d) only
(C) (a), (c), and (d) only
(D) (a), (b), and (d) only

188. An important aspect of the process of preparing ODLM is to ensure 'congruence' between:
(A) The author's personal opinion and the individual student's opinion.
(B) Learning objectives, content, activities, and final assessment.
(C) The cost of production and the final market selling price.
(D) The print format and the video format for multimedia delivery.

189. The term 'Asynchronous' in the context of e-learning means that communication and learning:
(A) Occur in real-time.
(B) Are not dependent on the participants being online at the same time.
(C) Occur only through mobile devices.
(D) Are part of a blended learning environment.

190. What is a MOOC?
(A) A Massive Open Online Course designed for large-scale participation.
(B) A small, private online course with high tuition.
(C) A secure online communication tool for the military.
(D) A model for managing computer labs in schools.

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1. Massive Open Online Course
2. Information and Communication Technology
3. Computer-Assisted Instruction
4. Open Education Resources

(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-2, S-3

211. In a non-formal educational setting, like a community workshop, Educational Technology can be best used to:
(A) Provide flexible access to resources and support peer collaboration.
(B) Enforce a rigid and one-way classroom curriculum.
(C) Administer high-stakes standardized tests within a formal environment.
(D) Replace the human facilitator entirely with an automated software program.

212. Which of the following is NOT a phase in the ADDIE model of instructional design?
(A) Analysis
(B) Design
(C) Review
(D) Implementation

213. Consider the following actions taken by an e-learner:
(a) Submitting another student's work as one's own.
(b) Participating respectfully in an online discussion forum.
(c) Properly citing all sources in a research paper.
(d) Sharing copyrighted course materials outside the class without permission.
Which of the above actions represent ethical issues or misconduct?
(A) (a) and (b) only
(B) (b) and (c) only
(C) (a) and (d) only
(D) (c) and (d) only

214. The concept of an e-portfolio primarily supports which type of assessment?
(A) Summative assessment
(B) Diagnostic assessment
(C) Authentic and formative assessment
(D) Norm-referenced assessment

215. The 'Zone of Proximal Development' (ZPD) is a key concept from which theorist?
(A) Jean Piaget
(B) Lev Vygotsky
(C) B.F. Skinner
(D) David Ausubel

216. A key distinction between 'online learning' and 'offline e-learning' is the requirement of:
(A) A computer
(B) A continuous internet connection
(C) A trained teacher
(D) A formal curriculum

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217. The use of a wiki in a classroom project is an example of applying a tool that supports:
(A) Collaborative content creation.
(B) Individual, isolated learning.
(C) Teacher-to-student information broadcast.
(D) Timed, synchronous assessment.

218. Which of the following is NOT one of the six key dimensions in the D&M IS Success Model (2003)?
(A) System Quality
(B) Market Share
(C) Service Quality
(D) User Satisfaction

219. Read the following statements regarding E-Inclusion:
Statement I: The primary goal of E-Inclusion is to ensure that everyone can afford the latest technology.
Statement II: E-Inclusion focuses on ensuring that all individuals, including those with disabilities or from disadvantaged backgrounds, have meaningful access to and can effectively use ICT.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

220. Which of the following best describes the relationship between learning theories and instructional design?
(A) Instructional design is the practical application of learning theories.

(D) Give a multiple-choice test on local environmental ecosystem facts.

202. Read the following statements regarding the Dick and Carey model:
Statement I: The Dick and Carey model is a linear, non-iterative model of instructional design.
Statement II: The model includes a step for "Revising Instruction," indicating that it incorporates feedback and iteration based on evaluation data.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

203. Consider the following e-learning trends:
(a) Social learning using Web 2.0 tools.
(b) Use of film projectors in classrooms.
(c) Open Education Resources (OER) and MOOCs.
(d) E-Inclusion and assistive technologies.
(e) Behaviourist drill-and-practice software.
Which of the above are considered standard emerging trends in e-learning?
(A) (a), (b), and (c) only
(B) (a), (c), and (d) only
(C) (b), (d), and (e) only
(D) (a), (d), and (e) only

204. The process of analyzing the target audience's characteristics, prior knowledge, and learning styles is a crucial first step in which instructional design model?
(A) ASSURE Model
(B) 5E Model
(C) Mason's Model
(D) Gagne's Events

205. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In Vygotsky's theory, learning is fundamentally a social process.
Reason (R): Vygotsky argued that cognitive development stems from social interactions and that learning is mediated by language and culture.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

206. 'Creative Commons' licensing is most relevant to which of the following concepts?
(A) Open Education Resources (OER)
(B) E-Inclusion
(C) Synchronous Learning
(D) Systems Approach to Instructional Design

207. Which of the following describes an incorrect relationship between a learning theory and an instructional strategy?
(A) Behaviourism → Drill-and-practice with immediate feedback.
(B) Constructivism → Collaborative project-based learning.
(C) Constructivism (Vygotsky) → Teacher-centered lecture with minimal interaction.
(D) Cognitive Theory (Ausubel) → Use of advance organizers to structure information.

208. The ultimate measure of success in the D&M IS Success Model, representing the overall impact on stakeholders, is:
(A) User Satisfaction
(B) System Quality
(C) Net Benefits
(D) Service Quality

209. What is the primary purpose of using ICT for research?
(A) To replace the need for critical thinking and analysis.
(B) To facilitate access, data collection, analysis, and dissemination.
(C) To make the research process more complicated and time-consuming.
(D) To guarantee funding for specific research projects.

210. Match List I (Abbreviation) with List II (Full Form) while following the codes given below:
List I: (Abbreviation)
P. CAI
Q. OER
R. MOOC
S. ICT
List II: (Full Form)

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(D) A is false but R is true.

172. The "U" in the ASSURE model stands for:
(A) Understand Learners
(B) Utilize Media and Materials
(C) Update Content
(D) User Satisfaction

173. Which of the following is the best description of a 'blog' when used for educational purposes?
(A) An online journal where individuals post chronological reflective entries.
(B) A real-time chat application for quick and short questions and answers.
(C) A collaborative space where multiple users can edit the same page.
(D) A platform for hosting and sharing video content with student groups.

174. Consider the following statements about Open Education Resources (OER):
(a) OER are always peer-reviewed and certified for quality.
(b) OER are materials available at no cost and with a license permitting reuse and adaptation.
(c) MOOCs are a form of OER application.
(d) Creative Commons is a type of licensing framework often used for OER.
Which of the above statements are correct?
(A) (a), (b) and (d) only
(B) (a), (c) and (d) only
(C) (b), (c) and (d) only
(D) (a), (b) and (c) only

175. The process of using ICT to manage student records, admissions, and timetabling falls under the category of ICT for:
(A) Evaluation
(B) Administration
(C) Research
(D) Instruction

176. Which of the following is an example of an instructional strategy for a small, non-formal group?
(A) A hands-on, collaborative workshop where participants learn together.
(B) A pre-recorded lecture broadcast to thousands of learners simultaneously.
(C) A standardized test administered in a large physical examination hall.
(D) A strict, teacher-led drill and practice session for individual learners.

177. The term 'synchronous' in e-learning implies that learning activities are:
(A) Self-paced and flexible.
(B) Happening in real-time, with all participants interacting simultaneously.
(C) Delivered via mobile devices.
(D) Available for access at any time.

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178. What is a key ethical concern for e-learners regarding their own work?
(A) Citing sources properly and avoiding plagiarism.
(B) Having a fast enough computer.
(C) The quality of the content provided by the instructor.
(D) The usability of the e-learning platform.

179. A researcher using an 'online survey tool' is most likely engaging in what activity?
(A) Collecting data from a sample of people.
(B) Writing a literature review.
(C) Archiving their completed research paper.
(D) Analyzing statistical data using complex software.

180. The primary purpose of Gagne's first event of instruction, 'Gaining Attention', is to:
(A) Assess the learner's prior knowledge and skills.
(B) Present the learning objectives to the student audience.
(C) Arouse curiosity and focus attention on the upcoming instruction.
(D) Provide feedback on a completed task or learning module.

181. Match List I (Instructional Design Model) with List II (Primary Focus) while following the codes given below:
List I: (Instructional Design Model)
P. ADDIE
Q. ASSURE
R. Dick and Carey
S. Gagne's Nine Events
List II: (Primary Focus)
1. A framework for planning the effective use of classroom media.

(B) Learning theories are outdated and irrelevant to modern instructional design.
(C) Instructional design focuses on technology, while learning theories focus on psychology.
(D) There is no established relationship between the two.

221. Which instructional model explicitly includes 'Analyze Learners' and 'State Objectives' as its first two steps?
(A) ADDIE model
(B) ASSURE model
(C) Gagne's Nine Events
(D) 5E model

222. An online repository is a digital platform used primarily for:
(A) Storing, managing, and disseminating scholarly or institutional materials.
(B) Conducting live classes.
(C) Assessing student performance.
(D) Social networking among students.

223. Which of the following technologies is categorized as an 'assistive technology' in the context of e-learning?
(A) A video conferencing platform
(B) A plagiarism checker
(C) Text-to-speech software
(D) An online survey tool

224. A teacher shows a surprising science demonstration to pique student interest before starting a new unit. In the 5E model, this action belongs to which phase?
(A) Engage
(B) Explore
(C) Explain
(D) Elaborate

225. Consider the following statements concerning different instructional design models:
(a) The ADDIE model provides a very general, flexible framework.
(b) The ASSURE model is tailored for designing instruction that incorporates media.
(c) The Dick and Carey model represents a detailed systems-approach view.
(d) Gagne's Nine Events provide a micro-level guide for sequencing a single lesson.
(e) All these models are mutually exclusive and cannot be used together.
Which of the above statements are correct?
(A) (a), (b), (c), and (d) only
(B) (b), (c), (d), and (e) only
(C) (a), (c), (d), and (e) only
(D) (a), (b), (d), and (e) only

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226. What does "User Satisfaction" in the D&M IS Success Model measure?
(A) The technical performance and speed of the system.
(B) Extent to which a user feels the system meets their needs.
(C) The quality of the technical support received by the user.
(D) The tangible organizational outcomes resulting from system use.

227. A key ethical issue for an e-teacher regarding research is:
(A) Using student data for research without their informed consent.
(B) Publishing research in a low-impact journal.
(C) Collaborating with other researchers online.
(D) Using an online library to find relevant literature.

228. Which of the following is an example of a synchronous e-learning activity?
(A) A live webinar with a Q&A session.
(B) Watching a pre-recorded lecture.
(C) Posting a comment on a discussion forum.
(D) Reading a PDF chapter from a course website.

229. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Educational Technology is a broader field than Instructional Technology.
Reason (R): Educational Technology encompasses all uses of technology in education, including administrative and research applications, while Instructional Technology is specifically focused on the teaching-learning process.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.

(D) A is false but R is true.

230. The 'E's in the ASSURE model stand for:
(A) Engage, Explore, Explain
(B) Evaluate and Revise
(C) Elicit Performance, Enhance Retention
(D) Examine and Elaborate

231. The primary purpose of an online assessment tool is to:
(A) Facilitate the creation, delivery, and scoring of tests.
(B) Provide a space for students to showcase their work.
(C) Archive institutional research output for academics.
(D) Enable real-time social interaction between various users.

232. Consider the following characteristics of e-learning:
(a) It is always delivered online.
(b) It can be synchronous or asynchronous.
(c) It can be delivered through various approaches like blended or mobile learning.
(d) It is exclusively used in formal education systems.
Which of the above statements are correct?
(A) (a) and (b) only
(B) (b) and (c) only
(C) (a), (c) and (d) only
(D) (a), (b) and (c) only

233. The 'Design' phase in the ADDIE model is concerned with:
(A) Specifying objectives, assessments, and creating a blueprint.
(B) Identifying the foundational learning problem and goals.
(C) Creating the actual course materials and physical media.
(D) Measuring the final effectiveness of the instructional process.

234. In the context of social learning, a 'discussion forum' is a tool that primarily supports:
(A) Asynchronous, text-based conversations among learners.
(B) Synchronous, video-based communication.
(C) The submission of individual assignments for grading.
(D) The one-way delivery of content from instructor to student.

235. The 'Information Quality' dimension of the D&M IS Success Model would be concerned with which of the following questions?
(A) Is the course content accurate and up-to-date?
(B) Is the website easy to use?
(C) Does the help desk respond quickly?
(D) Are students happy with the course?

236. The concept of 'scaffolding' is most closely associated with which learning theorist?
(A) B.F. Skinner
(B) Jean Piaget
(C) Lev Vygotsky
(D) David Ausubel

237. Which of the following is NOT an approach to e-learning?
(A) Synchronous
(B) Subliminal learning
(C) Blended learning
(D) Mobile learning

238. Read the following statements regarding ICT in administration:
Statement I: The use of ICT in administration can help automate tasks like student enrollment and fee collection.
Statement II: The sole purpose of ICT in administration is to provide e-learning content to students.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

239. An e-portfolio differs from a traditional portfolio primarily in its:
(A) Medium (digital vs. physical)
(B) Content
(C) Purpose
(D) Ownership

240. Which of the following is the most appropriate instructional strategy for a large formal group where interaction is limited?
(A) A well-structured lecture with multimedia aids.

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(B) A collaborative project
(C) A small group discussion
(D) A peer-tutoring session

241. What is the main idea behind Open Education Resources (OER)?
(A) To make materials freely available for everyone to use.
(B) To provide educational materials that are proprietary.
(C) To create a single standardized curriculum for the world.
(D) To ensure all educational content is delivered via video.

242. In Gagne's Nine Events of Instruction, the purpose of 'Elicit Performance' is to:
(A) Ask learners to demonstrate understanding of new skills.
(B) Inform the learner of the objective of the current lesson.
(C) Give the learner feedback on their previous performance.
(D) Test the learner's prior knowledge and foundational abilities.

243. Consider the following statements about learning theories:
(a) Behaviourism focuses on observable behaviors and external stimuli.
(b) Cognitivism views the mind as an information processor.
(c) Constructivism posits that learners actively construct their own knowledge.
(d) Skinner is a key proponent of constructivism.
(e) Piaget's work is central to behaviourist theory.
Which of the above statements are correct?
(A) (a), (b), and (c) only
(B) (c), (d), and (e) only
(C) (a), (d), and (e) only
(D) (a), (b), and (e) only

244. The use of video conferencing for a live tutorial session in an ODL program is an example of:
(A) Synchronous Learning
(B) Asynchronous Learning
(C) Informal Learning
(D) Offline Learning

245. The ethical issue of ensuring equal access to e-learning resources for students with disabilities falls under the concept of:
(A) E-Inclusion
(B) Social Learning
(C) Net Benefits
(D) System Quality

246. What is the correct sequence of the first three phases of the ADDIE model?
(A) Analysis, Design, Development
(B) Design, Development, Analysis
(C) Assess, Design, Deliver
(D) Analysis, Development, Design

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247. The term 'Web 2.0' refers to a phase of the internet characterized by:
(A) Dynamic, user-generated content and social interaction.
(B) Static, read-only websites.
(C) The initial development of basic HTML.
(D) High-speed fiber-optic connections.

248. The primary function of an 'online repository' in the context of research is:
(A) To serve as a digital archive for an institution's scholarly output.
(B) To provide access to subscription-based journals.
(C) To host live, interactive webinars.
(D) To create and administer online tests.

249. Which of the following is an example of an offline e-learning approach?
(A) Accessing content from a CD-ROM or USB drive.
(B) Participating in a live chat session with an instructor.
(C) Watching a live-streamed lecture on a mobile device.
(D) Collaborating on a Google Doc in a real-time session.

250. Match List I (Term) with List II (Core Idea) while following the codes given below:
List I: (Term)
P. E-portfolio
Q. MOOC
R. Social Learning
S. Assistive Technology
List II: (Core Idea)

(A) Information Quality
(B) System Quality
(C) Service Quality
(D) Net Benefits

293. The use of screen-reading software to help a visually impaired student navigate an online course is a direct application of:
(A) Service Quality.
(B) Information Quality.
(C) User Satisfaction metrics.
(D) Assistive Technology.

294. In the D&M IS Success Model, which three dimensions are described as directly influencing User Satisfaction and the intention to use the system?
(A) Net Benefits, User Satisfaction, and E-Inclusion.
(B) Information Quality, System Quality, and Service Quality.
(C) System Quality, Service Quality, and Net Benefits.
(D) Information Quality, Assistive Technology, and E-Inclusion.

295. An e-learning provider offering a 24/7 technical support hotline for its users is focusing on improving which dimension of the D&M IS Success Model?
(A) Information Quality
(B) System Quality
(C) Service Quality
(D) Net Benefits

Direction : Please read the following source carefully.

Information and Communication Technology (ICT) has become an indispensable tool in the domains of educational evaluation, administration, and research. In evaluation, ICT offers dynamic alternatives to traditional assessment. E-portfolios, for instance, are digital collections of a student's work over time, which can include text, images, multimedia, and blog entries. They provide a rich, authentic measure of a student's progress, skills, and achievements, moving beyond single-point examinations. For both formative and summative assessment, a variety of online and offline assessment tools, such as online survey tools or test generators, allow for the efficient creation, distribution, and analysis of quizzes and tests, often providing immediate feedback to learners. In the realm of research, ICT has revolutionized access to information. Online repositories and online libraries, such as JSTOR, Google Scholar, and institutional archives, provide researchers with instant access to vast collections of academic journals, papers, and primary sources, dramatically speeding up the literature review process. For administration, ICT tools facilitate tasks like student registration, records management, and communication. The integrated use of these technologies across evaluation, research, and administration enhances efficiency, provides richer data, and broadens access to information and assessment opportunities within the educational ecosystem.
Based on the above source, attempt the following five questions.

296. According to the passage, what is a primary advantage of using e-portfolios for student evaluation?
(A) They are easier to grade than traditional multiple-choice tests.
(B) They limit the student's work to text-based submissions only.
(C) They are primarily used for administrative record-keeping.
(D) They provide an authentic, longitudinal measure of a student's progress and skills.

297. In the context of educational research, what major benefit of using online repositories and libraries is highlighted in the passage?
(A) Granting instant access to vast collections of academic literature.
(B) Providing tools for statistical data analysis.
(C) Offering a platform for conducting online surveys.
(D) Facilitating the administration of student records.

298. An instructor uses an online test generator to create a quiz that students can take from home, which then grades their responses automatically. This is an example of using ICT for:
(A) research data collection.
(B) student evaluation.
(C) administrative communication.
(D) e-portfolio creation.

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255. An inference that can be drawn from the passage is that an educator who selects a specific software and designs a lesson plan around it based on learning principles is primarily engaging in:
(A) Information Technology management.
(B) Communication Technology development.
(C) Instructional Technology practice.
(D) Educational Technology administration.

Direction : Please read the following source carefully.

The application of Educational Technology (ET) is pervasive across diverse educational systems, each requiring a tailored approach to integrate technology effectively. In formal education systems, such as schools and universities, ET is utilized to supplement traditional classroom instruction through tools like interactive whiteboards, learning management systems, and digital content, aiming to enhance engagement and standardize delivery. In non-formal education, particularly Open and Distance Learning (ODL), ET plays a foundational role. It enables the very delivery of instruction to learners who are geographically dispersed, using platforms for content dissemination, virtual classrooms for interaction, and online assessment tools, thereby overcoming barriers of time and space. The role of ET in informal education is more learner-driven, where individuals use technology, such as educational apps, podcasts, and online forums, for self-directed learning based on personal interests and needs. Furthermore, in inclusive education systems, ET is critical for providing equitable access to learning for students with diverse needs. Assistive technologies, such as screen readers, speech-to-text software, and adaptive switches, are instrumental in creating flexible learning environments that accommodate physical, sensory, and cognitive disabilities. The versatility of ET allows it to be a powerful agent for democratization of education, catering to structured, flexible, and personalized learning pathways across all systems.

Based on the above source, attempt the following five questions.

256. In the context of Open and Distance Learning (ODL), what is the primary function of Educational Technology as described in the passage?
(A) To replace the role of the teacher entirely with automated systems.
(B) To enable the fundamental delivery of instruction and overcome geographical barriers.
(C) To provide a supplementary resource for learners who also attend physical classes.
(D) To primarily focus on administrative tasks such as student registration.

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257. According to the passage, how does the application of ET in informal education differ from its application in formal education?
(A) It is mandated by institutions in informal education, whereas it is optional in formal education.
(B) It relies exclusively on hardware in informal education, but on software in formal education.
(C) It is used for assessment in informal education and for instruction in formal education.
(D) It is primarily learner-driven and self-directed in informal education, while it is structured and supplementary in formal education.

258. Which of the following best exemplifies the application of ET in an inclusive education system as per the passage?
(A) A student with a visual impairment using a screen reader to access digital textbooks.
(B) Using a learning management system to deliver standardized content to all students.
(C) Implementing a one-to-one laptop program in a traditional school.
(D) A university offering online courses to international students.

259. The passage suggests that a key advantage of applying ET across different educational systems is its ability to:
(A) reduce the cost of education to zero for all learners.
(B) create a single, universal platform for all types of learning.
(C) cater to a variety of learning pathways, including structured, flexible, and personalized ones.
(D) eliminate the need for traditional assessment methods like examinations.

from real-world contexts.
(D) Opportunities for learners to reflect on their learning process and outcomes.

Direction : Please read the following source carefully.

The Systems Approach to Instructional Design provides a structured and holistic methodology for the creation of effective and efficient learning experiences. This approach views the entire instructional process as an integrated system of interrelated and interacting components, including learners, instructors, materials, and environment. Rather than an ad hoc process, it advocates for a systematic procedure of analysis, design, development, implementation, and evaluation. Several models have been developed to operationalize this approach. The ADDIE model is a generic and widely recognized framework, encompassing five phases: Analysis (of learners, content, and context), Design (of learning objectives, assessment instruments, and instructional strategies), Development (creation of learning materials), Implementation (delivery of the instruction), and Evaluation (both formative, during the process, and summative, at the end). The ASSURE model, another prominent framework, is specifically designed to guide teachers in planning for the use of media and technology. Its acronym stands for Analyze learners, State objectives, Select media and materials, Utilize media and materials, Require learner participation, and Evaluate and revise. The Dick and Carey Model is a more detailed and comprehensive systems model, beginning with the identification of an instructional goal and proceeding through a detailed analysis of the instruction and learners to the design of a complete instructional package, emphasizing the alignment between objectives, instruction, and assessment.

Based on the above source, attempt the following five questions.

271. What is the fundamental principle of the Systems Approach to Instructional Design as described in the passage?
(A) Focusing exclusively on the selection of educational technology.
(B) Prioritizing summative evaluation over all other phases.
(C) Viewing the instructional process as an integrated system of interacting components.
(D) Allowing for a random and unstructured creation of learning materials.

272. In the ADDIE model of instructional design, which phase involves the actual creation of learning materials and content?
(A) Analysis
(B) Development
(C) Design
(D) Implementation

273. The ASSURE model is distinct from other systems approach models primarily because it is specifically designed to:
(A) be used exclusively for corporate training programs.
(B) focus only on the analysis of learner characteristics.
(C) eliminate the evaluation phase to save time.
(D) guide teachers in planning for the use of media and technology.

274. A key feature of the Dick and Carey Model mentioned in the passage is its emphasis on:
(A) the alignment between objectives, instruction, and assessment.
(B) rapid prototyping and iterative design.
(C) learner-centered discovery and exploration.
(D) the use of social media for learning.

275. An instructional designer is determining the learning needs, prior knowledge, and characteristics of the target audience before creating a new course. According to the ADDIE model, this activity belongs to which phase?
(A) Design
(B) Development
(C) Analysis
(D) Implementation

Direction : Please read the following source carefully.

To guide the micro-level design of instruction, educators often turn to specific frameworks that operationalize learning theories. Robert Gagne's Nine Events of Instruction is a prominent framework rooted in the cognitive information-processing model of learning. It presents a

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negotiation of meaning.
(C) Implementing a robust system of external rewards and punishments.
(D) Focusing on the learner's emotional response to the material.

Direction : Please read the following source carefully.

The Constructivist paradigm, particularly as articulated by Lev Vygotsky, offers a powerful alternative to Behaviourist and Cognitive models and has profound implications for instructional design. Constructivism posits that learning is an active, social process where individuals construct their own understanding and knowledge through experiences and interactions with their environment. Vygotsky's sociocultural theory emphasizes the critical role of social interaction and culture in cognitive development. This perspective introduces key concepts for instructional design, such as the Zone of Proximal Development (ZPD), which is the gap between what a learner can do independently and what they can achieve with guidance. Instructional strategies derived from this include scaffolding, where a more knowledgeable other (a teacher or peer) provides temporary support to help a learner master a task within their ZPD. This contrasts sharply with Behaviourism's focus on reinforcement and the more individualistic information-processing view of Cognitivism. A constructivist instructional design, therefore, fosters collaborative and cooperative learning environments. It utilizes strategies that promote dialogue, shared understanding, and problem-solving in authentic contexts. The Nine Elements of Constructivist Instructional Design further operationalize this by advocating for learning environments that provide authentic tasks, enable student ownership, encourage reflection, and use assessment as an integral part of the learning process rather than a separate event.

Based on the above source, attempt the following five questions.

266. According to the passage, what is the central premise of the Constructivist theory of learning?
(A) Learning is a passive reception of information from an expert.
(B) Learning is an active, social process of knowledge construction by the individual.
(C) Learning is a change in observable behaviour due to external stimuli.
(D) Learning is primarily determined by the learner's cognitive developmental stage.

267. The instructional strategy of "scaffolding," as described in the passage, is most directly related to which of Vygotsky's concepts?
(A) The Nine Elements of Constructivist Design
(B) The Zone of Proximal Development (ZPD)
(C) The principle of reinforcement
(D) The use of advance organizers

268. How does a Constructivist approach to instructional design, as described in the passage, differ from a Behaviourist approach?
(A) Constructivism fosters collaborative learning and authentic tasks, while Behaviourism focuses on reinforcement and stimulus-response.
(B) Constructivism emphasizes individual drill-and-practice, while Behaviourism focuses on group projects.
(C) Constructivism focuses on internal mental schema, while Behaviourism denies their existence.
(D) Constructivism uses assessment as a final measure of learning, while Behaviourism integrates it into the learning process.

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269. An instructional design that features a complex, real-world problem for students to solve in teams, with the teacher acting as a facilitator, would be most aligned with which theoretical framework?
(A) Behaviourism
(B) Cognitivism (Ausubel's model)
(C) Constructivism
(D) Information Processing Theory

270. The passage mentions the "Nine Elements of Constructivist Instructional Design." Based on the description, which of the following would be a key feature of a learning environment designed according to these elements?
(A) A highly structured, teacher-led lecture format.
(B) Assessment conducted only through standardized, multiple-choice tests at the end of a unit.
(C) Tasks that are abstract and disconnected

distinction is made based on timing. Synchronous e-learning involves real-time interaction, where all participants are present at the same time, such as in a live webinar, virtual classroom, or instant messaging session. Asynchronous e-learning offers greater flexibility, allowing learners to access content and participate in discussions at their own pace and time, using tools like discussion forums, email, and pre-recorded video lectures. Blended learning represents a hybrid approach, strategically combining face-to-face classroom instruction with online learning activities. Finally, mobile learning (m-learning) is a specific form of e-learning that utilizes portable devices like smartphones and tablets, enabling learning to occur anytime and anywhere.

Based on the above source, attempt the following five questions.

281. A university course that requires students to attend a weekly in-person lecture but also complete online quizzes and participate in discussion forums is an example of which approach?
(A) Blended learning
(B) Fully synchronous e-learning
(C) Offline e-learning
(D) Mobile learning

282. According to the passage, what is the key characteristic that distinguishes synchronous from asynchronous e-learning?
(A) The type of device used to access the content.
(B) The need for all participants to interact in real-time.
(C) The requirement of an internet connection.
(D) The use of video versus text-based content.

283. A student completing an educational module from a CD-ROM on a personal computer without being connected to the internet is engaging in:
(A) Online e-learning
(B) Offline e-learning
(C) Synchronous e-learning
(D) Blended learning

284. The passage identifies mobile learning (m-learning) as a form of e-learning characterized by its use of:
(A) portable devices for anytime, anywhere access.
(B) pre-recorded video lectures exclusively.
(C) face-to-face interaction combined with online tools.
(D) real-time virtual classroom software.

285. Which of the following e-learning tools is most suited for an asynchronous learning environment?
(A) A live webinar
(B) A virtual classroom session
(C) A discussion forum
(D) An instant messaging chat

Direction : Please read the following source carefully.

Emerging trends in e-learning are increasingly focused on collaborative and open paradigms. Social learning, in this context, refers to learning that occurs through social interaction and observation within a digital environment. This is largely facilitated by Web 2.0 tools, which are characterized by their support for user-generated content and collaboration. Examples include social networking sites, blogs, wikis, chats, and video conferencing, all of which can be leveraged for educational purposes. For instance, students can use a class blog to reflect on their learning, engage in peer review, or use a discussion forum to debate topics and co-construct knowledge. Another significant trend is the rise of Open Education Resources (OERs), which are teaching, learning, and research materials in any medium that reside in the public domain or have been released under an open license, such as Creative Commons. This license permits their free use, adaptation, and redistribution by others with no or limited restrictions. OERs promote equitable access to knowledge. A prominent application of this concept is the Massive Open Online Course (MOOC), which offers large-scale, open-access courses to a global audience via the web. MOOCs often combine video lectures, automated assessments, and peer-to-peer interaction, embodying the principles of both social learning and open access to education.

Based on the above source, attempt the following five questions.

286. According to the passage, what is a defining characteristic of Web 2.0 tools in the context of social learning?

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sequence of nine steps designed to support the internal mental processes associated with learning. These events are: 1) Gaining attention, 2) Informing learners of the objective, 3) Stimulating recall of prior learning, 4) Presenting the stimulus (content), 5) Providing learning guidance, 6) Eliciting performance (practice), 7) Providing feedback, 8) Assessing performance, and 9) Enhancing retention and transfer. This prescriptive model provides a clear, step-by-step guide for structuring a lesson. In contrast, the Five E's of Constructivism (Engage, Explore, Explain, Elaborate, Evaluate) offers a framework for inquiry-based learning rooted in constructivist principles. The 'Engage' phase captures student interest and surfaces prior knowledge. 'Explore' provides a common, hands-on experience for students to investigate and collect data. In the 'Explain' phase, students articulate their understanding, and the teacher introduces formal concepts and vocabulary. 'Elaborate' challenges students to apply their new understanding to different contexts. Finally, 'Evaluate' encourages ongoing assessment of student learning. While Gagne's model is more teacher-directed and procedural, the 5E model is more learner-centric, emphasizing exploration and construction of knowledge.

Based on the above source, attempt the following five questions.

276. Asking students a thought-provoking question or showing a surprising video at the beginning of a lesson corresponds to which of Gagne's Nine Events of Instruction?
(A) Gaining attention
(B) Informing learners of the objective
(C) Eliciting performance
(D) Providing feedback

277. The passage contrasts Gagne's Nine Events with the Five E's of Constructivism by highlighting that:
(A) Gagne's model is learner-centric, while the 5E model is teacher-directed.
(B) Gagne's model is based on behaviourism, while the 5E model is based on cognitivism.
(C) Gagne's model omits assessment, whereas the 5E model includes an evaluation phase.
(D) Gagne's model is more procedural and prescriptive, while the 5E model emphasizes inquiry and knowledge construction.

278. In the 5E model of constructivist learning, during which phase are students given hands-on activities to investigate a concept on their own?
(A) Engage
(B) Explore
(C) Explain
(D) Elaborate

279. An instructor helps students connect a new mathematical formula to a previously learned algebraic concept. This action aligns with which of Gagne's Nine Events?
(A) Presenting the stimulus
(B) Providing learning guidance
(C) Stimulating recall of prior learning
(D) Enhancing retention and transfer

280. Which of the following statements represents a key difference in the role of the teacher between the two models described?
(A) In the 5E model, the teacher's primary role is to transmit information directly.
(B) In Gagne's model, the teacher acts as a facilitator of student exploration.
(C) In Gagne's model, the teacher avoids providing direct feedback on performance.
(D) In the 5E model, the teacher introduces formal concepts after students have explored the topic.

Direction : Please read the following source carefully.

The concept of e-learning encompasses any learning that is facilitated or supported through the use of digital technology. It represents a significant shift in the delivery and consumption of educational content, offering a spectrum of approaches that vary in their reliance on connectivity and time. These approaches can be broadly categorized. Offline e-learning involves learners accessing digital content without an active internet connection, typically through resources stored on a CD-ROM, DVD, or a local hard drive, as seen in many Computer-Based Training (CBT) modules. Conversely, online e-learning requires a live internet connection to access content, interact with peers and instructors, and submit work. Within online e-learning, a further

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1. Learning with and from others via web tools.
2. Technology that helps overcome barriers for users with disabilities.
3. A digital collection showcasing a learner's work and progress.
4. A course designed for massive, open, online participation.

(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-3, R-2, S-1
(C) P-3, Q-4, R-1, S-2
(D) P-3, Q-1, R-4, S-2

Direction : Please read the following source carefully.

Educational Technology (ET) is a multifaceted discipline that extends beyond the mere application of hardware and software in educational settings. It is defined as the systematic study of the processes and resources for creating, using, and managing learning. As a field, it is distinct from, yet encompasses, several related concepts. Information Technology (IT) pertains to the infrastructure and systems for storing, retrieving, and transmitting information, while Communication Technology (CT) focuses on the tools and methods for conveying messages. The convergence of these two creates Information and Communication Technology (ICT), a broad term for the technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Instructional Technology (IT), a critical subset of ET, is more specific, concentrating on the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. Therefore, while ICT provides the tools, Instructional Technology provides the pedagogical framework for their effective use. The relationship between these terms is hierarchical and interdependent; ET is the overarching discipline concerned with all aspects of technology in learning, with Instructional Technology being its pedagogical core, heavily reliant on the infrastructure provided by ICT. This comprehensive view underscores ET's role in optimizing learning outcomes through systematic design and application.

Based on the above source, attempt the following five questions.

251. Which statement best encapsulates the relationship between Educational Technology (ET) and Instructional Technology (IT)?
(A) ET and IT are synonymous terms for the use of computers in classrooms.
(B) IT is a core component of ET, concerned with the pedagogical design and evaluation of learning processes.
(C) ET is a subset of IT, focusing specifically on the design of instruction.
(D) ET primarily deals with hardware, whereas IT is concerned with educational software.

252. According to the passage, what is the primary distinction between Information and Communication Technology (ICT) and Instructional Technology?
(A) ICT provides the technological tools and infrastructure, whereas Instructional Technology provides the pedagogical framework for their use.
(B) ICT is concerned with communication methods, while Instructional Technology is concerned with information storage.
(C) Instructional Technology is an older concept that has been replaced by the more modern term ICT.
(D) ICT is used in formal education, while Instructional Technology is applied in non-formal education systems.

253. Based on the definition provided in the passage, the discipline of Educational Technology is primarily concerned with:
(A) the manufacturing and distribution of educational hardware.
(B) the development of communication networks for schools.
(C) the systematic study of processes and resources to optimize learning.
(D) the administration of information systems within educational institutions.

254. The passage describes the convergence of Information Technology and Communication Technology as resulting in:
(A) Instructional Technology.
(B) Educational Technology.
(C) A systems approach to learning.
(D) Information and Communication Technology (ICT).

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(A) They provide static, read-only content.
(B) They are exclusively used for formal assessment.
(C) They require expensive, proprietary software.
(D) They support user-generated content and collaboration.

287. The primary purpose of a Creative Commons license, as described in the passage, is to:
(A) restrict the use and distribution of educational materials.
(B) ensure that all educational content is sold for a profit.
(C) permit the free use, adaptation, and redistribution of materials.
(D) limit access to materials to a select group of users.

288. Which of the following best defines a Massive Open Online Course (MOOC)?
(A) A small, private online tutorial for a specific skill.
(B) A large-scale, open-access course available to a global audience online.
(C) A traditional university course delivered via postal mail.
(D) A subscription-based library of academic journals.

289. Using a class blog for students to post reflections and comment on each other's work is an application of which e-learning trend?
(A) Open Education Resources
(B) E-Inclusion
(C) Computer-Aided Instruction
(D) Social learning

290. Based on the passage, Open Education Resources (OERs) and Massive Open Online Courses (MOOCs) are linked by the shared principle of:
(A) promoting open access to educational opportunities and content.
(B) requiring in-person attendance for certification.
(C) focusing exclusively on learners with disabilities.
(D) operating on a for-profit business model.

Direction : Please read the following source carefully.

Ensuring quality and equity in digital learning environments are paramount concerns. E-Inclusion refers to the application of technology to ensure that everyone, including disadvantaged groups, can participate fully in the digital society, particularly in e-learning. A crucial component of E-Inclusion is the use of Assistive Technology, which encompasses any item, piece of equipment, or software system used to increase, maintain, or improve the functional capabilities of individuals with disabilities, thus facilitating their access to and engagement with e-learning content. Parallel to the concern for access is the need to measure the quality and success of e-learning systems. The DeLone and McLean Information Systems (D&M IS) Success Model from 2003 provides a comprehensive framework for this purpose. It posits that the success of an information system can be measured through six interrelated dimensions. 'System Quality' refers to the technical performance of the platform (e.g., usability, reliability). 'Information Quality' pertains to the quality of the e-learning content itself (e.g., accuracy, relevance). 'Service Quality' assesses the support provided to users by the service provider. These three dimensions influence 'User Satisfaction' and the intention to use the system, which in turn lead to 'Net Benefits'—the positive impacts of the system on individuals, organizations, and society. This model provides a structured approach to evaluating the multifaceted nature of e-learning effectiveness.
Based on the above source, attempt the following five questions.

291. What is the primary goal of E-Inclusion in the context of e-learning?
(A) To measure the net benefits of a learning system.
(B) To improve the technical performance of the e-learning platform.
(C) To ensure equitable participation for all individuals, including disadvantaged groups.
(D) To assess the accuracy and relevance of educational content.

292. According to the D&M IS Success Model (2003), the accuracy, timeliness, and relevance of the course content in an e-learning module would be assessed under which dimension?

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260. Based on the passage, the use of interactive whiteboards and learning management systems in a university classroom is a characteristic application of ET in which system?
(A) Formal education
(B) Informal education
(C) Inclusive education
(D) Non-formal education

Direction : Please read the following source carefully.

The relationship between learning theories and instructional design is foundational to Educational Technology. Behaviourist and Cognitive theories, for instance, offer distinct yet influential paradigms. The Behaviourist perspective, heavily influenced by B.F. Skinner, posits that learning is a change in observable behaviour resulting from stimulus-response associations. This theory's implication for instructional design is evident in strategies that emphasize reinforcement, practice, and feedback. Instructional designs based on Behaviourism often break down complex tasks into smaller, manageable steps and provide immediate feedback to shape and reinforce correct responses, as seen in programmed instruction and drill-and-practice software. In contrast, Cognitive theories, championed by figures like Jean Piaget, David Ausubel, and Jerome Bruner, focus on the internal mental processes of the mind. For these theorists, learning is an active process of acquiring, processing, and organizing information. Piaget's emphasis on developmental stages and schemas influences instructional design to be age-appropriate and to build upon prior knowledge. Ausubel's theory of meaningful learning suggests that instruction should be organized hierarchically, using advance organizers to connect new information to existing cognitive structures. Bruner's advocacy for discovery learning encourages instructional designers to create environments where learners can explore and construct their own understanding. Thus, cognitive instructional design prioritizes strategies like problem-solving, concept mapping, and inquiry-based activities over simple repetition.

Based on the above source, attempt the following five questions.

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261. An instructional design that involves breaking down a skill into a sequence of small steps, each followed by immediate positive reinforcement, is most directly influenced by which learning theory?
(A) Piaget's Cognitive Development Theory
(B) Bruner's Discovery Learning Theory
(C) Ausubel's Meaningful Learning Theory
(D) Skinner's Behaviourist Theory

262. According to the passage, what is the primary focus of Cognitive theories in the context of instructional design?
(A) Observable changes in learner behaviour.
(B) The internal mental processes of information acquisition and organization.
(C) The stimulus-response mechanism of learning.
(D) The social and cultural context in which learning occurs.

263. The use of "advance organizers" to bridge the gap between new material and a learner's existing knowledge is a strategy proposed by which theorist?
(A) B.F. Skinner
(B) Jean Piaget
(C) David Ausubel
(D) Jerome Bruner

264. Which instructional strategy would be LEAST consistent with a Behaviourist approach to instructional design?
(A) A drill-and-practice application for learning multiplication tables.
(B) A programmed instruction module that presents information in small chunks and provides instant feedback.
(C) A tutoring system that provides rewards for every correct answer submitted by the learner.
(D) A simulation where learners explore a virtual environment to solve a complex problem without direct guidance.

265. The passage implies that an instructional designer influenced by Jean Piaget would prioritize which of the following considerations?
(A) Ensuring the instruction aligns with the learner's cognitive developmental stage.
(B) Maximizing opportunities for social

299. Based on the passage, the function of ICT tools in educational administration primarily involves tasks such as:
(A) developing authentic assessment rubrics.
(B) managing student records and registration.
(C) conducting literature reviews for academic papers.
(D) creating multimedia content for e-portfolios.

300. Which statement best summarizes the overarching role of ICT as described in the passage?
(A) ICT enhances efficiency and provides richer data across evaluation, research, and administration.
(B) ICT's primary role is to replace the need for teachers in the classroom.
(C) ICT is mainly a tool for students to complete homework assignments.
(D) ICT is limited to providing access to online libraries for researchers.

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ANSWERS

1. (B) The ethical study of facilitating learning and improving performance through the management of technological processes and resources.
Educational technology is defined as the ethical study and practice of facilitating learning and improving performance. It achieves this by creating, using, and managing appropriate technological processes and resources. This discipline goes beyond mere hardware usage, focusing on the systematic application of knowledge to optimize the educational experience across diverse environments. It integrates theory and practice to enhance the overall effectiveness of teaching and learning for all students.

2. (A) Both Statement I and Statement II are true.
Information Technology primarily deals with computing, including data processing, storage, and retrieval systems. Communication Technology focuses on the technical means and platforms that enable information to be transmitted over distances. Both fields are distinct but complementary components of the broader Information and Communication Technology spectrum. Together, they provide the necessary infrastructure for modern digital communication, data management, and the global exchange of knowledge in various professional contexts.

3. (C) B.F. Skinner
B.F. Skinner is a central figure in behaviourist psychology, particularly known for his work on operant conditioning. He proposed that learning occurs through reinforcement and punishment of observable behaviours. This theoretical framework led to the development of programmed instruction, where complex tasks are broken down into small, manageable steps with immediate feedback. This approach ensures that learners receive consistent reinforcement, guiding them toward the desired educational outcomes through a structured and sequential process.

4. (D) Blended learning
Blended learning is a pedagogical approach that integrates traditional face-to-face classroom methods with online digital materials and activities. This model provides a flexible learning experience by combining the social interaction of physical classrooms with the convenience and interactivity of digital platforms. By utilizing various delivery modes, instructors can cater to different learning styles and enhance student engagement through both synchronous and asynchronous educational opportunities, maximizing the overall effectiveness of the instruction.

5. (C) Commercial education
Educational technology is primarily applied within formal, non-formal, and informal education systems to enhance learning outcomes and accessibility. Formal education includes structured schooling, while non-formal education covers organized programs like open learning. Informal education refers to lifelong, incidental learning. Commercial education, while involving training, is not categorized as a primary pedagogical system in the same theoretical framework as the other three recognized educational structures used to define different modes of systematic instruction.

6. (B) The process of relating new information to pre-existing concepts.
Subsumption is a core concept in David Ausubel's meaningful reception learning theory. It describes the process where new, incoming information is linked to relevant, pre-existing ideas or concepts within a learner's cognitive structure. This integration makes the learning more meaningful and easier to retain compared to rote memorization. By anchoring new knowledge to what is already known, learners develop a more organized and hierarchical mental framework, which facilitates the durable acquisition of knowledge.

7. (A) P-4, Q-2, R-1, S-3
Learning theories provide distinct frameworks for understanding cognitive development and instructional strategies. Piaget identified schemas and the processes of assimilation and

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accommodation. Bruner emphasized discovery learning through active exploration. Vygotsky introduced the Zone of Proximal Development, highlighting the importance of social interaction and guidance. Ausubel developed the concept of advance organizers to facilitate meaningful learning. Each theorist offers unique insights into how individuals acquire, organize, and process new information within diverse and complex educational settings.

8. (A) Asynchronous learning
Asynchronous learning refers to educational interactions that do not happen in real-time. Students can access materials, post questions, and engage in discussions at their own convenience rather than at a fixed schedule. This approach provides flexibility, allowing learners to reflect more deeply on the content before responding. Online forums and email are common tools that support this self-paced mode of delivery, accommodating diverse schedules and learning needs while fostering a supportive and reflective environment.

9. (C) It is exclusively concerned with the use of hardware in the classroom.
Instructional technology is a specialized subset of educational technology that focuses on the systematic design, development, and evaluation of the teaching-learning process. It is not limited to physical hardware but involves applying scientific research and learning theories to create effective instructional materials and environments. This discipline emphasizes a systems-based approach to solve educational problems and improve the quality of instruction through both technological tools and pedagogical strategies targeted at specific learning outcomes for students.

10. (A) Analysis, Design, Development, Implementation, Evaluation
The ADDIE model is a foundational framework used by instructional designers and training developers. It consists of five distinct phases that guide the creation of effective learning experiences. The process begins with analyzing learner needs and goals, followed by designing the instruction, developing the actual materials, and implementing the program. The final evaluation phase assesses the overall effectiveness of the instruction to identify areas for future improvement and refinement within the structured and systematic development cycle.

11. (A) Both A and R are true and R is the correct explanation of A.
Constructivist instructional design prioritizes learner-centered experiences because it is based on the theory that knowledge is not passively received. Instead, learners actively construct their own understanding by reflecting on their personal experiences and interacting with their environment. This perspective shifts the teacher's role to a facilitator who provides the necessary tools and contexts. Consequently, active engagement and social collaboration are essential components for fostering deep and meaningful learning within the framework of modern constructivist educational practices.

12. (B) To use strategies that aid in encoding information into memory.
In Gagne's Nine Events of Instruction, providing learning guidance is the fifth step designed to help students internalize information. This event involves using various strategies, such as cues, mnemonics, or examples, to facilitate the encoding process from short-term to long-term memory. By offering hints or scaffolding, the instructor helps the learner organize and relate new content to existing knowledge, thereby enhancing the overall effectiveness of the instruction and promoting a deeper level of cognitive processing.

13. (B) (a), (b) and (c) only
Educational technology has diverse applications across different systems. In formal education, it supports curriculum delivery and assessment. In non-formal systems like open and distance learning, it is essential for distributing materials and providing learner support. In inclusive education, it offers vital assistive tools for students with special needs. However, its use in informal education is not limited to structured courses but includes incidental learning through various digital media and tools that support lifelong, everyday knowledge acquisition.

14. (D) Computer-Based Training
Computer-Based Training refers to any type of educational program or instructional material

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skills and prerequisite knowledge that a learner must acquire to achieve a broader instructional goal. By breaking down the main goal into smaller, sequential components, designers can create a clear roadmap for instruction. This process ensures that the teaching is structured logically, providing the necessary foundations before introducing more complex concepts or tasks to the student audience.

28. (B) A lecture augmented with multimedia presentations.
In a formal setting with a large group of learners, the lecture method remains a common and efficient strategy for delivering standardized information. By incorporating multimedia presentations, such as slides or videos, instructors can enhance student interest and clarify complex concepts. This approach allows a single expert to reach many students simultaneously. While it is primarily one-way communication, it provides a structured environment for disseminating core curriculum content effectively to a wide student audience in institutions and large-scale training.

29. (A) Both A and R are true and R is the correct explanation of A.
The ASSURE model is highly practical for classroom teachers because it specifically guides the integration of media and technology into daily lessons. A central part of this framework is the 'S' step, which stands for selecting the most appropriate media and materials for the given objectives and audience. This step ensures that the chosen tools actually support the learning process rather than being used for their own sake. Therefore, the model directly aids effective lesson planning and instructional delivery.

30. (D) Social Constructivism
Web 2.0 tools such as blogs, wikis, and social networking sites are fundamentally designed for interaction, collaboration, and the shared creation of content. These characteristics align closely with social constructivism, which posits that learning is a social process where individuals build knowledge through communication with others. By using these technologies, students can engage in peer review, collective problem-solving, and reflective dialogue, which are core elements of this modern pedagogical and theoretical framework used to enhance student-centered learning.

31. (B) P-3, Q-4, R-1, S-2
Different e-learning approaches cater to various instructional needs and environments. Synchronous learning involves real-time interaction where everyone is online simultaneously. Asynchronous learning allows participants to engage with content at different times, offering greater flexibility. Blended learning combines online digital resources with traditional face-to-face classroom sessions. Mobile learning specifically utilizes handheld portable devices to provide access to education on the move. Each model provides unique benefits for student engagement and flexibility in the modern educational landscape, supporting diverse learner requirements and contexts.

32. (B) Learning from others facilitated by social technologies like blogs and shared wikis.
Social learning in the digital age focuses on the acquisition of knowledge through interaction with others, facilitated by collaborative technologies like blogs and wikis. Unlike traditional isolated learning, this approach encourages students to share ideas, provide feedback, and co-create content. It emphasizes that learning is a continuous, social process that happens through observing, communicating, and participating in online communities. This trend leverages the power of social networks to enhance peer-to-peer knowledge exchange and reflection in a modern digital context.

33. (C) They are always of higher quality than commercially produced educational materials.
Open Educational Resources are teaching and learning materials released under open licenses, allowing for free access, reuse, and adaptation. While they provide significant benefits in terms of cost and accessibility, it is incorrect to assume they are always superior in quality to commercial products. The quality of OER can vary significantly depending on the creator and the review process. Therefore, educators must carefully evaluate these resources to ensure they meet the specific academic needs of their students effectively.

34. (D) Blogs

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and reflect deeply on their own learning processes and mental models.

21. (C) Evaluate
In the 5E constructivist learning model, the evaluate phase allows both students and teachers to assess the learning that has occurred. During this stage, students reflect on their own progress and compare their newly acquired understanding with their prior knowledge. This process of self-assessment and reflection is crucial for deepening comprehension and identifying any remaining misconceptions. It provides a formal opportunity to demonstrate mastery of concepts and skills developed throughout the lesson, ensuring that the instructional goals were met.

22. (B) Computer-Assisted Learning
Computer-Assisted Learning is a broad term describing the use of computers and digital technology to support and enhance the learning process. It encompasses various applications, ranging from simple tutorials and drills to complex simulations and collaborative tools. CAL aims to provide interactive and personalized learning experiences that can adapt to the needs of individual students. By integrating technology into education, it helps improve engagement and facilitates the acquisition of knowledge across different subjects in both formal and non-formal educational settings.

23. (D) Dick and Carey Model - A systematic approach linking instructional goals to specific learning outcomes.
The Dick and Carey model is a comprehensive systems-oriented framework for instructional design. It is characterized by a step-by-step process that begins with identifying instructional goals and ends with summative evaluation. This model emphasizes the logical connection between instructional objectives, the development of materials, and the assessment of learning outcomes. By treating instruction as a cohesive system of interrelated parts, it ensures that all components work together effectively to achieve the desired results through a rigorous and evidence-based development cycle.

24. (A) ODLM (Open and Distance Learning Material)
Open and Distance Learning Material refers to a comprehensive package of instructional resources designed for students who are physically separated from their instructors. These materials are self-contained and self-explanatory, typically including print, audio-visual components, and self-assessment tools. ODLM is specifically crafted to facilitate self-directed learning, allowing students to progress through the curriculum at their own pace and location. This systematic approach ensures that distance learners receive the necessary support to succeed without continuous, direct face-to-face instruction.

25. (A) (b), (e), (d), (a), (c)
Robert Gagne's Nine Events of Instruction provide a logical sequence for effective teaching. The process begins with gaining the learners' attention, followed by informing them of the objectives to set clear expectations. Next, the content is presented to the students. To reinforce learning, the instructor elicits performance by asking students to demonstrate their understanding. Finally, providing constructive feedback helps learners assess their accuracy and correct any misconceptions before moving on to subsequent instructional topics, ensuring that knowledge is internalized correctly.

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26. (A) A teaching system utilizing electronic resources typically accessed through internet connectivity.
E-learning is an educational system that delivers instruction through electronic resources, primarily accessed via internet or network connectivity. It encompasses various digital formats, including online courses, webinars, and interactive modules. This approach allows for both synchronous and asynchronous interactions between teachers and students. By leveraging web technologies, e-learning provides flexible access to information and facilitates communication across geographic distances, making education more accessible to a global audience of learners in different professional and academic settings.

27. (D) To identify the subordinate skills required to achieve an instructional goal.
Conducting instructional analysis is a critical step in the Dick and Carey model. Its primary purpose is to identify the specific subordinate

delivered via a computer. It is widely used in both academic and corporate environments for skill development and knowledge acquisition. This approach allows for self-paced learning and often includes interactive elements like simulations and assessments to enhance the user experience. By utilizing digital platforms, training can be delivered consistently to a large number of participants regardless of their location, making it a highly scalable educational solution.

15. (A) Vygotsky emphasized social and cultural context in learning, while Piaget focused on individual cognitive stages.
The primary distinction between these two theorists lies in their view of the origins of cognitive development. Vygotsky emphasized that social interaction and cultural context are fundamental to learning, suggesting that development is mediated by language and society. In contrast, Piaget focused on individual cognitive stages, proposing that children progress through fixed biological phases of maturation. While both are constructivists, they differ on the relative importance of social versus individual processes in the construction of new understanding.

16. (B) ASSURE Model
The ASSURE model is an instructional framework designed specifically for teachers to plan and deliver effective lessons that integrate technology and media. It follows six stages: analyzing learners, stating objectives, selecting media and materials, utilizing materials, requiring learner participation, and evaluating the process. By emphasizing the active role of students and the systematic selection of instructional tools, this model helps educators create more engaging and effective learning environments in the classroom while ensuring that technology supports pedagogical goals.

17. (B) A drill-and-practice software that provides immediate feedback and rewards for correct answers.
Behaviourist instructional design focuses on observable changes in behaviour through reinforcement. Drill-and-practice software exemplifies this by presenting small tasks and providing immediate rewards or feedback for correct responses. This repetition and reinforcement strengthen the association between a stimulus and a response, making it highly effective for memorization and basic skill acquisition. Such strategies are rooted in the belief that learning is a process of conditioning facilitated by external stimuli and consistent, immediate rewards for the desired academic behaviours.

18. (C) Statement I is true, but Statement II is false.
The systems approach to instructional design treats the entire educational process as a series of interrelated components working together toward a specific goal. It is a systematic and holistic framework that emphasizes the interdependence of objectives, materials, and assessments. Contrary to being purely linear, this approach is highly iterative. It incorporates continuous feedback and evaluation loops, allowing designers to revise and improve the instruction based on performance data and changing requirements to ensure the final system is effective.

19. (C) Learning that utilizes portable electronic devices like smartphones and tablets.
Mobile learning, or m-learning, refers to any form of learning that happens through portable electronic devices such as smartphones and tablets. This approach allows learners to access educational content and collaborate with others anytime and anywhere, breaking the boundaries of traditional classrooms. Its defining characteristic is the portability of the technology, which supports flexible, on-the-go learning experiences. It leverages wireless connectivity to provide immediate access to information and social interaction, making education more accessible and personalized for students.

20. (D) (a), (b), (d), and (e) only
Constructivist instructional design focuses on creating learning environments that mirror real-world complexities. It emphasizes social negotiation, collaboration, and presenting multiple perspectives of content to help learners build their own understanding. In this paradigm, the teacher acts as a facilitator or coach rather than a director of information. Unlike traditional methods, constructivism discourages rote memorization of isolated facts, instead encouraging learners to solve authentic problems

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A blog is a Web 2.0 tool that functions as an online journal or reflective space for individuals or groups. In an educational context, blogs allow students to document their thoughts, share insights on course readings, and engage in peer-to-peer dialogue through comments. This practice promotes critical thinking and provides a platform for continuous reflection over time. By responding to each other's posts, students build a collaborative learning community and enhance their understanding of the subject matter in a digital environment.

35. (A) (a), (b), (c), and (d) only
Social learning is facilitated by tools that enable collaboration, interaction, and shared content creation. Standard tools for this purpose include social networking sites, blogs, video conferencing, and discussion forums, which all support community building and peer-to-peer knowledge exchange. While email is a communication tool, it is generally used for one-to-one correspondence rather than the collaborative, social interaction characteristic of social learning environments. Therefore, the other technologies are more central to this specific pedagogical approach within modern e-learning.

36. (B) Managing and tracking the learner's progress through a curriculum.
In Computer-Managed Learning, the computer acts as an administrative and organizational tool rather than a direct delivery system for instruction. Its primary role is to track individual student progress through a curriculum, manage assessments, and direct learners to appropriate resources based on their performance. CML helps educators personalize instruction by providing data on student mastery and identifying areas where additional support may be needed. This systematic management optimizes the efficiency and accuracy of the overall educational process within institutions.

37. (C) Iconic representation
Jerome Bruner proposed three modes of representation in his theory of cognitive development. Iconic representation occurs when information is stored through sensory images or mental pictures. This stage typically follows the enactive stage, where knowledge is gained through physical action. In the iconic stage, learners can visualize concepts and process information using visual summaries. This mode is crucial for developing mental models and is often used in instructional design through diagrams, illustrations, and various multimedia content to aid understanding.

38. (A) Ensuring disadvantaged groups and those with disabilities have access to and can use ICTs.
E-Inclusion refers to the broad policy and practice of ensuring that all individuals have equitable access to information and communication technologies. It specifically focuses on bridging the digital divide for disadvantaged groups and providing necessary support for people with disabilities. By removing technical and social barriers, e-Inclusion aims to promote social justice and equal opportunity in the digital society. This involves using assistive technologies and inclusive design principles to make e-learning accessible to everyone regardless of their challenges.

39. (C) Assistive technology
Assistive technology includes any device or software that helps individuals with disabilities perform tasks that might otherwise be difficult or impossible. A screen reader is a prime example, as it converts digital text into synthesized speech, enabling students with visual impairments to access information on a computer screen. By providing alternative ways to interact with content, these tools promote independence and ensure that all learners can participate fully in the educational process regardless of their specific physical challenges.

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40. (A) Both Statement I and Statement II are true.
The DeLone and McLean Information Systems Success Model is a comprehensive framework used to evaluate the effectiveness of digital systems, including e-learning platforms. It identifies six interrelated dimensions of success: system quality, information quality, service quality, use, user satisfaction, and net benefits. The model posits that the quality dimensions directly influence how much a system is used and how satisfied the users are. These factors ultimately determine the overall value and impact the system has on individuals and organizations.

students to respect the work of others and follow copyright guidelines, ensuring they only share or adapt materials when they have the legal right to do so.

55. (B) P-3, Q-4, R-1, S-2
Instructional design involves distinct phases across different models. In ADDIE, analysis is the stage for identifying learning problems and goals, while design focuses on specifying objectives and assessment tools. In the ASSURE model, the utilize materials phase involves pilot testing and preparing media for classroom use, and the evaluate and revise phase assesses the overall impact on student learning. Each step is essential for ensuring that the instruction is well-planned, effectively delivered, and continuously improved based on feedback.

56. (A) The teacher poses a puzzling question or a discrepant event to capture interest.
The engage phase is the first stage of the 5E constructivist model, designed to capture student interest and assess prior knowledge. A teacher accomplishes this by posing a puzzling question or presenting a discrepant event that challenges students' current understanding. This creates a "need to know" and motivates learners to investigate the topic further. Unlike direct instruction, this phase focuses on curiosity and mental engagement rather than delivering content, setting the stage for active, student-led inquiry and discovery.

57. (C) Gathering feedback, conducting formative assessments, and collecting research data.
Online survey tools like Google Forms are versatile instruments in education and research. They are primarily used to gather student feedback, conduct quick formative assessments, and collect data for academic studies. These tools allow for the rapid creation of questionnaires and provide automated summaries of the results. By using such platforms, educators can easily monitor student progress and adjust their instruction based on real-time data, making the teaching-learning process more responsive and data-driven in modern classrooms.

58. (B) (a), (b) and (c) only
Major learning theories provide the foundation for educational practice. Skinner's work on operant conditioning is a pillar of behaviourism. Piaget described cognitive development through four distinct stages of maturation. Bruner's discovery learning and spiral curriculum emphasize active exploration and revisiting concepts at deeper levels. However, Vygotsky's theory is a social constructivist model that highlights the essential role of social interaction in cognitive growth. Therefore, any statement minimizing the role of social context in Vygotsky's theory is fundamentally incorrect.

59. (C) It views instruction as a system where all components are interrelated.
The systems approach to instructional design is based on the principle that instruction is a complex process made of interdependent parts. It views goals, learners, materials, and assessments as parts of a whole system where a change in one component affects the others. This holistic perspective ensures that all elements are aligned to achieve the desired learning outcomes. It is a systematic, goal-oriented, and iterative process that relies on continuous feedback to refine and improve instruction.

60. (A) The flipped classroom
The flipped classroom is a pedagogical model where the traditional roles of classroom time and homework are reversed. Students first gain exposure to new material outside of class, often through pre-recorded lectures or readings. Physical class time is then dedicated to active learning, such as problem-solving, discussions, or collaborative projects, with the teacher providing guidance. This approach allows students to learn at their own pace and maximizes the value of face-to-face interaction for higher-order cognitive tasks.

61. (C) User Satisfaction
User satisfaction in the D&M IS Success Model represents the subjective feelings of the users regarding their experience with an information system. It measures how well the system meets the users' expectations and needs in terms of quality and performance. In e-learning, high user satisfaction is often linked to increased engagement and better learning outcomes. This dimension is a key indicator of overall system success, as it captures the emotional and cognitive response of the students and instructors.

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frustration when dealing with complex digital platforms and software.

48. (A) A legal framework allowing creators to specify permissions for others to use their work.
Creative Commons is a global nonprofit organization that provides free legal tools to help creators share their work with the public. These licenses allow authors to specify which rights they keep and which they waive, making it easier for others to use, share, and build upon their materials legally. In education, CC licenses are fundamental to the growth of Open Educational Resources, as they provide a standardized way to ensure instructional materials remain accessible, adaptable, and free.

49. (A) A self-paced, hands-on workshop with peer support.
Adult learners in a non-formal setting typically benefit most from practical, relevant, and flexible learning experiences. A self-paced, hands-on workshop allows them to learn a new skill by doing, which aligns with the principles of andragogy. Providing peer support fosters a collaborative environment where learners can share experiences and solve problems together. This learner-centered approach is more effective for skill acquisition than formal lectures or rote memorization, as it respects the autonomy and practical goals of adult students.

50. (A) (a), (c), (b), (d)
The evolution of educational technology follows a clear timeline of development. Computer-Assisted Instruction emerged early with basic software tutorials. The rise of Web 2.0 and social learning tools followed, transforming the internet into a collaborative space. Mobile learning then became popularized with the widespread adoption of smartphones and tablets. Finally, Massive Open Online Courses gained prominence as a global trend for large-scale, open-access education. This sequence reflects the progression from isolated software to connected, mobile, and massive online learning experiences.

51. (B) Be self-explanatory, self-contained, and facilitate self-directed learning.
Preparing materials for open and distance learning requires a different approach than traditional textbook creation. Because distance learners often work independently, the materials must be self-explanatory and self-contained, acting as an "instructor in print." They must include clear objectives, guided activities, and self-assessment tools to facilitate self-directed learning. This design ensures that students can master the content without continuous face-to-face guidance, bridging the gap between the learner and the institution through well-structured, student-centered instructional design.

52. (C) A digital archive for storing and disseminating the scholarly output of an institution.
An online repository is a digital platform designed to store, manage, and disseminate the scholarly and research output of an academic institution. It provides a central location for archiving theses, research papers, and other intellectual assets, making them easily accessible to the global research community. By using repositories, institutions can increase the visibility and impact of their work while ensuring long-term preservation of findings. This tool is a critical component of the open access movement in modern academic research.

53. (A) Both A and R are true and R is the correct explanation of A.
Inclusive education aims to provide equal opportunities for all students, and educational technology is a powerful tool for achieving this goal. Assistive technologies, such as screen readers or specialized keyboards, remove physical and cognitive barriers to learning. These tools allow students with diverse needs to access information and express themselves in alternative ways. Therefore, the strategic application of technology directly supports the principles of inclusion by providing customized learning experiences that cater to individual requirements and different abilities.

54. (B) Using the instructor's lecture notes without permission in a personal blog.
E-learners must adhere to academic ethics when using digital resources. Using an instructor's lecture notes or materials on a personal blog without proper permission or attribution is a violation of intellectual property rights. This behavior falls under plagiarism or unauthorized distribution of content. Maintaining academic integrity in an online environment requires

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41. (B) It aims to provide large-scale, open-access participation via the web.
Massive Open Online Courses are designed to provide free or low-cost access to high-quality education for an unlimited number of participants worldwide. They are delivered entirely through online platforms and often feature interactive forums, video lectures, and automated assessments. The primary goal of a MOOC is to democratize education by removing traditional barriers like geographic location and high tuition fees. This model allows learners from diverse backgrounds to study subjects from prestigious institutions at their own individual pace.

42. (B) Instruction should be targeted at the competence a learner can achieve with assistance.
Lev Vygotsky's Zone of Proximal Development represents the distance between what a learner can do independently and what they can achieve with the guidance of a more knowledgeable other. The primary implication for instructional design is that teaching should be targeted within this zone to be most effective. By providing appropriate scaffolding and support, educators can help students master skills that are just beyond their current reach, leading to cognitive growth and more successful, durable learning outcomes.

43. (C) Examine
The 5E model is a constructivist instructional framework that includes five sequential phases: Engage, Explore, Explain, Elaborate, and Evaluate. Each stage serves a specific purpose in building student understanding through active inquiry and reflection. "Examine" is not a formal part of this specific model, although it may be an activity within one of the other phases. This systematic approach ensures that students are motivated, given opportunities for discovery, and allowed to demonstrate their mastery of new concepts effectively.

44. (A) Respecting student privacy and data confidentiality.
E-teachers face unique ethical challenges related to the digital environment. One of the most critical responsibilities is maintaining the privacy and data confidentiality of their students. This involves protecting personal information, grades, and communication from unauthorized access. In an era of increasing data collection, ensuring that student records are handled securely and used only for intended educational purposes is a fundamental ethical requirement for anyone facilitating learning through online platforms and various digital tools in modern education.

45. (C) A systematic process of determining the overall effectiveness and quality of the instruction.
The final phase of the ADDIE model is evaluation, which involves a systematic assessment of the entire instructional program. This phase measures whether the learning objectives were met and determines the overall quality and impact of the instruction on the target audience. It includes both formative evaluation conducted during development and summative evaluation performed after implementation. The data gathered during this process is essential for identifying strengths and weaknesses, ultimately guiding future revisions and improvements to the instructional design.

46. (A) A digital collection of a student's work, achievements, and reflections over time.
An e-portfolio is a dynamic digital space where students compile evidence of their learning, skills, and accomplishments over a period of time. Unlike a static folder, it often includes multimedia elements and personal reflections on the learning process. E-portfolios serve as an authentic assessment tool, allowing students to demonstrate their growth and self-awareness to teachers and potential employers. They promote lifelong learning by encouraging students to take ownership of their educational journey and showcase their unique developmental progress.

47. (C) The quality of support that system users receive from the service provider.
In the D&M IS Success Model, service quality focuses on the human support provided to the users of an information system. This dimension includes the responsiveness, reliability, and empathy of the technical support staff and help desk services. High service quality ensures that users can overcome technical difficulties quickly, leading to a more positive overall experience. In an e-learning context, effective support is vital for maintaining student engagement and preventing

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62. (C) Complex, realistic, and relevant, promoting collaboration and reflection.
Constructivist instructional design aims to create learning environments that reflect the complexity and ambiguity of the real world. These environments prioritize authentic tasks that are relevant to the learners' lives and encourage collaboration and social negotiation of meaning. By fostering a space for reflection and multiple perspectives, constructivism helps students build deep understanding rather than simply memorizing facts. The teacher's role is to provide the necessary support and context for students to actively construct their own knowledge.

63. (A) A library provides access to published works, while a repository archives an institution's output.
The primary distinction between these two digital resources lies in their content and purpose. An online library typically provides access to commercially published works such as journals, books, and databases for general research. In contrast, an online repository is a specialized archive used by an institution to store and showcase its own intellectual output, including theses and faculty publications. While both support research, the library is a gateway to broad literature, while the repository is a specific institutional record.

64. (C) A downloadable software that allows teachers to create and print paper-based tests.
Offline assessment tools are designed to function without a continuous internet connection. A classic example is a downloadable test generator that allows teachers to create, format, and print paper-based examinations. While the software itself is digital, the final assessment is conducted in a traditional physical format. This approach is useful in environments with limited connectivity or when standardized paper tests are required. It provides a bridge between digital productivity tools and conventional classroom assessment methods effectively.

65. (A) Both Statement I and Statement II are true.
E-learning encompasses various modes of delivery. Offline e-learning provides learners with the ability to access educational materials through local storage devices like USBs or pre-installed software, eliminating the need for constant internet. Synchronous e-learning, on the other hand, is a real-time model where all participants must be online together for live interaction, such as during a webinar. Both models offer unique advantages depending on the learners' technical resources and the need for immediate social interaction.

66. (C) To streamline processes like admissions, record-keeping, and communication.
The primary goal of implementing ICT in institutional administration is to improve the efficiency and accuracy of organizational processes. This includes automating student admissions, managing academic records, tracking attendance, and facilitating communication between stakeholders. By streamlining these administrative tasks, institutions can reduce paperwork and provide better services to students and staff. While ICT also supports instruction and research, its administrative role is focused on the management and operational aspects of the entire educational environment.

67. (B) (b), (c), and (e) only
Massive Open Online Courses are defined by their ability to support a very large number of participants through scalable web platforms. They typically offer open access, meaning they are often free of charge and do not have restricted enrollment based on prior academic performance. These courses leverage online delivery for both content and interaction, allowing learners worldwide to study various subjects. Unlike traditional correspondence courses, MOOCs rely on the internet rather than physical mail for all educational activities.

68. (C) Assessment
Robin Mason's model of online course development identifies three primary elements that designers must consider: content, design, and delivery. This framework highlights that a successful online course requires a balance of high-quality instructional material, a well-structured pedagogical design, and an effective method for delivering the content to students. While assessment is a vital part of any educational process, it is not listed as one of the three core pillars in this specific model of online course architecture.

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83. (C) Choice of strategy is often influenced by principles of a specific learning theory.
Learning theories provide the psychological and pedagogical foundation for instructional design. The choice of a specific instructional strategy is often directly influenced by the principles of a particular theory. For example, an educator following behaviourist principles might use repetitive drills with immediate rewards, while a constructivist teacher would prefer collaborative problem-solving. While multiple theories can be used together, understanding their distinct implications helps designers create more coherent and effective learning experiences tailored to specific academic goals.

84. (A) Asynchronous peer-to-peer interaction and collaborative learning.
Online discussion forums are powerful tools for facilitating asynchronous communication among students. They allow learners to post questions, share insights, and respond to each other's ideas at their own pace. This interaction promotes collaborative learning and critical thinking, as students have more time to reflect on the content and their peers' perspectives before contributing. Forums help build a sense of community in online courses and provide a structured space for ongoing dialogue outside of live video sessions.

85. (B) (b) and (c) only
E-Inclusion is an important concept in modern education that aims to bridge the digital divide for disadvantaged groups. It focuses on ensuring that all individuals have the opportunity to participate in the digital society regardless of their background or physical abilities. A key part of e-Inclusion is the use of assistive technologies to support learners with disabilities, providing them with alternative ways to access and interact with information. It is not synonymous with blended learning or internet access.

86. (A) Online survey tool or test generator
A teacher who wants to create an online quiz for students to take independently would look for an online survey tool or a test generator. These platforms allow for the creation of various question types, such as multiple-choice or true-false, and can be configured for self-paced access. Many of these tools provide automatic grading and immediate feedback, making them ideal for formative assessment and flexible learning. This technology enables educators to monitor student understanding efficiently across many locations.

87. (C) Financial Quality
The updated D&M IS Success Model (2003) identifies six key dimensions to measure the success of an information system: information quality, system quality, service quality, use, user satisfaction, and net benefits. These dimensions focus on technical performance, content accuracy, user experience, and the overall impact of the system. While financial considerations are important for the organization, "financial quality" is not a formal dimension within this specific theoretical framework for evaluating the quality and effectiveness of information systems.

88. (B) Perception of the process as a whole with interdependent parts.
The defining characteristic of a systems approach is viewing any process as an integrated whole rather than a collection of isolated parts. In instructional design, this means understanding how goals, learners, materials, and assessments interact and affect each other. It is a goal-oriented and systematic framework that relies on feedback and iteration to ensure all components are aligned. This holistic perspective helps designers solve complex educational problems by considering the relationships and dynamics within the entire instructional system.

89. (A) Both Statement I and Statement II are true.
Academic ethics are a significant concern in the digital age. Plagiarism remains a major issue for e-learners, particularly when they use online sources without proper attribution. The digital environment makes it incredibly easy to copy and paste information, which can increase the temptation for academic dishonesty. Therefore, both students and educators must be vigilant and proactive in promoting integrity. Understanding how to properly cite digital materials is an essential skill for success in modern e-learning environments and scholarly research.

90. (B) Constructivist
The constructivist paradigm emphasizes that learning is an active process of building knowledge through experience. Instructional designs based on this theory prioritize authentic,

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Instructional technology is focused specifically on the systematic design, development, and delivery of learning experiences. It is narrower than educational technology because the latter encompasses all technological applications in education, including administration, research, and policy. Instructional technology applies learning theories and pedagogical principles to solve teaching problems and improve student outcomes. It focuses on the direct interaction between the learner and the instruction, whereas educational technology addresses the broader infrastructure and organizational context of the entire field.

77. (A) Create, administer, and grade quizzes and tests in a digital format.
An online test generator is a digital tool designed to simplify the assessment process for educators. It allows teachers to create question banks, format quizzes, and deliver tests to students through online platforms. Many of these tools also offer automated grading for objective questions and provide detailed reports on student performance. By using these systems, educators can save time and gain valuable insights into student mastery, making the overall evaluation process more efficient and data-driven in modern classrooms.

78. (C) Vygotsky - Learning should be a solitary, individual activity without peer help.
Vygotsky's social development theory emphasizes that learning is a social process and that cognitive growth occurs through interaction with others. Therefore, it is incorrect to suggest that his theory implies learning should be a solitary, individual activity. On the contrary, Vygotsky advocated for peer collaboration and guidance from more knowledgeable others. The other pairings are correct: Skinner focused on reinforcement, Piaget on developmental stages, and Ausubel on advance organizers to connect new knowledge to pre-existing mental concepts.

79. (A) ICT includes communication technologies, whereas IT is focused only on computation.
Information Technology primarily focuses on the technical aspects of computing, such as data processing and hardware systems. Information and Communication Technology is a broader term because it specifically includes the role of unified communications and the integration of telecommunications. ICT recognizes that modern technology is not just about isolated computing but about how these systems connect people and facilitate the exchange of information. This distinction is particularly important in education, where communication and collaboration are essential components of successful learning.

80. (C) To enable authentic assessment of a student's growth and learning.
The primary purpose of an e-portfolio in the evaluation process is to provide a platform for authentic assessment. By collecting various artifacts of their work over time, students can demonstrate their progress, skills, and reflections. This longitudinal view allows teachers to evaluate growth and development that might be missed by standardized, one-time examinations. E-portfolios encourage students to take ownership of their learning and provide a more comprehensive picture of their achievements and competencies in many different contexts.

81. (A) P-2, Q-1, R-4, S-3
Various terms describe the application of computers in education. CAI involves using computers to deliver instructional content directly. CML focuses on the computer's role in managing and tracking student progress through a curriculum. CBT is a specific application of CAI oriented toward skill acquisition for vocational or job-related training. CAL is a broad, overarching term for any use of computers to support and enhance the learning process. Each term highlights a different functional role of digital technology in teaching.

82. (B) Eliciting performance
In Gagne's Nine Events of Instruction, assessing performance is the eighth event, which follows eliciting performance. Once students have been given the opportunity to practice and demonstrate their new skills, the instructor must evaluate their work to determine if the learning objectives have been mastered. This assessment provides the data necessary for the final event, which focuses on enhancing retention and transfer. This sequence ensures that students are prepared and tested before receiving final feedback and reinforcement.

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produced based on the blueprint created during the design phase. This involves creating the content, media, and technology-based elements of the instruction. Developers work to build the interactive modules, videos, and assessments that will be used by the learners. This stage is critical for transforming instructional theories and plans into practical, tangible resources that are ready for implementation with the intended target audience in classrooms.

98. (C) Advance organizers
David Ausubel's theory of meaningful verbal learning highlights the importance of connecting new information to a learner's existing cognitive structure. A key implication for instructional design is the use of advance organizers. These are introductory materials presented at a higher level of abstraction than the actual lesson content. They serve as a mental bridge, helping learners organize and integrate new concepts with what they already know. This strategy improves retention and comprehension by making the learning process more systematic and meaningful.

99. (A) A systematic process involving design and content development.
The preparation of Open and Distance Learning Materials is a complex and systematic process that goes far beyond simply converting classroom notes into a digital format. It requires careful instructional design to ensure that the materials are self-contained and facilitate independent learning. This process involves defining clear objectives, creating engaging content, and integrating self-assessment activities. By following a structured development cycle, designers can create high-quality resources that effectively support students who are studying remotely without continuous direct teacher supervision.

100. (A) (c), (d), (a), (b), (e)
The Dick and Carey model begins with identifying a broad instructional goal. The next step is conducting an instructional analysis to determine the specific skills needed. Once the analysis is complete, designers write precise performance objectives to guide the rest of the process. Following this, assessment instruments are developed to measure these objectives. Finally, the actual instructional materials are developed and selected. This systematic and sequential approach ensures that all components of the instructional system are logically linked and effectively implemented.

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101. (B) Combines face-to-face instruction with online learning components.
Blended learning is a pedagogical approach that combines the best features of traditional face-to-face instruction with the flexibility of online learning. In this model, students attend some physical classes while also completing digital activities and accessing materials via the web. This combination allows for personalized learning and provides students with more control over the time, place, and pace of their studies. It leverages technology to enhance the social and instructional interactions that occur in a physical institutional classroom environment.

102. (C) P-4, Q-1, R-2, S-3
Major psychological theories provide distinct perspectives on how people learn. Skinner developed operant conditioning, focusing on how reinforcement shapes behaviour. Piaget identified sequential stages of cognitive development based on biological maturation. Vygotsky's social development theory emphasized the essential role of social interaction in learning. Ausubel's meaningful verbal learning theory focused on how new information is integrated into existing cognitive structures. Together, these theorists offer a comprehensive framework for understanding the diverse ways individuals acquire knowledge and develop new cognitive skills and abilities.

103. (B) Shodhganga
Shodhganga is a prominent Indian online repository that provides a digital platform for archiving and disseminating PhD theses from various universities. It serves as a central archive for scholarly research output, making it accessible to the global academic community. Unlike general databases like JSTOR or search engines like Google Scholar, Shodhganga specifically focuses on the institutional output of doctoral research. This repository supports academic integrity and provides a valuable resource for researchers to explore existing literature and avoid duplication in their scholarly studies.

real-world tasks and encourage collaboration and reflection among students. In this model, the teacher's role is transformed from a primary source of information to a coach or facilitator who provides guidance and support. This approach helps learners develop higher-order thinking skills and a deeper understanding of the subject matter by connecting it to various meaningful contexts.

91. (C) (a), (b), and (d) only
E-portfolios offer several significant benefits in education. They promote student self-assessment and reflection by requiring learners to think about their own progress and achievements. Furthermore, they provide a professional space to showcase work to potential employers or academic institutions. E-portfolios are excellent for documenting the entire learning process and progress over time, rather than just focusing on a final product. They are not intended for standardized multiple-choice testing or providing a simplistic grade for a whole institutional course.

92. (B) A curriculum where key concepts are presented repeatedly, with increasing complexity.
Jerome Bruner's concept of a spiral curriculum involves revisiting key educational concepts and topics repeatedly throughout a student's schooling. Each time a topic is revisited, it is presented with increasing complexity and depth, building upon what was previously learned. This approach ensures that foundational ideas are reinforced and that students develop a more sophisticated understanding over time. It aligns with the idea that any subject can be taught in an intellectually honest way to any child at any stage of development.

93. (C) Provide customized experiences and remove barriers to learning.
The fundamental goal of applying educational technology in an inclusive system is to ensure that all students have equal access to learning opportunities. By using various tools and assistive technologies, educators can provide customized experiences that cater to the unique needs of learners with disabilities. This approach focuses on removing physical and cognitive barriers to information and expression. Technology helps create a more equitable environment where every student can succeed, regardless of their individual challenges or different styles of learning.

94. (A) Survey tools are for opinions, while test generators are for graded questions with correct answers.
While they may look similar, survey tools and test generators serve different primary purposes. Online survey tools are generally used to gather opinions, feedback, or demographic data, where there are no "correct" answers. In contrast, online test generators are designed for academic assessment, allowing educators to create questions with specific correct answers that can be automatically graded. These tools often include features for setting time limits, randomizing questions, and providing detailed performance reports for both students and teachers alike.

95. (C) A is true but R is false.
MOOCs have a significant potential to democratize higher education because they provide open access to courses from top-tier institutions to a global audience. However, the reason provided is incorrect. MOOCs are generally offered by prestigious universities rather than lesser-known ones, and their defining feature is being free or very low-cost. By removing financial and geographic barriers, they allow millions of learners to access high-quality instruction that was previously unavailable to them, supporting the goal of global lifelong learning.

96. (C) A university classroom using an interactive whiteboard and LMS.
A formal learning environment is characterized by being highly structured, organized by an institution, and leading to a recognized certification or degree. A university classroom that utilizes an interactive whiteboard and a Learning Management System is a perfect example of this. In this setting, educational technology is used to support a planned curriculum and institutional goals. This contrasts with informal learning, which is incidental and often occurs through daily life activities like watching documentaries or using language apps.

97. (C) The actual instructional materials are produced.
In the ADDIE model, the development phase is where the actual instructional materials are

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111. (C) The actual delivery of the instruction to the learners.
The implementation phase of the ADDIE model is where the developed instructional materials are actually delivered to the target audience of learners. This stage involves the real-world application of the entire instructional plan, whether in a physical classroom or through an online platform. During implementation, teachers or trainers facilitate the learning experience, and students engage with the content and activities. This phase is crucial for testing the practical effectiveness of the design and gathering initial feedback from actual system users.

112. (A) Open and Distance Learning (ODL)
Open and Distance Learning is a flexible educational model where students and instructors are physically separated. All content delivery, communication, and assessment are conducted through digital technologies, allowing students to earn a degree without ever attending a physical campus. This system emphasizes accessibility and self-paced study, making higher education available to individuals who cannot participate in traditional schooling due to work or location. It relies heavily on well-designed online materials and robust Learning Management Systems to succeed.

113. (A) Both A and R are true and R is the correct explanation of A.
Using social networking sites for education offers significant opportunities for collaboration, but it also introduces serious ethical risks. Issues such as cyberbullying, privacy breaches, and the rapid spread of misinformation are common in these open environments. Therefore, it is essential for educators to carefully manage these tools and provide clear guidelines for their use. By addressing these concerns proactively, teachers can create a safer and more productive digital space that fosters learning while protecting the well-being of all learners.

114. (C) Analyze
The first step of the ASSURE model is "Analyze Learners," which is essential for creating effective instruction. This process involves identifying the general characteristics of the students, such as their age and grade level, as well as their specific entry competencies and learning styles. By understanding who the learners are and what they already know, teachers can tailor their instructional strategies and select the most appropriate media and materials to meet the unique needs of their specific classroom audience.

115. (B) Non-formal is structured, while informal is unstructured and incidental.
The key difference between these two educational types lies in their level of organization. Non-formal education refers to structured, organized programs that take place outside the formal school system, such as community workshops or adult literacy classes. Informal learning, in contrast, is the lifelong process of acquiring knowledge and skills from daily life experiences and interactions. It is incidental, unstructured, and often happens without a pre-defined curriculum or instructor, such as learning through hobbies or social engagement.

116. (B) (b), (c), and (d) only
Constructivist instructional design focuses on creating deep understanding through active engagement. Its core elements include anchoring learning in authentic contexts that reflect real-world situations, promoting student reflection on their own thinking, and supporting collaboration among peers to negotiate meaning. Unlike behaviourist models, constructivism does not emphasize external rewards for correct answers or follow a rigid, pre-defined path. Instead, it values multiple perspectives and student autonomy, allowing learners to explore and construct their own knowledge within a supportive framework.

117. (C) Learning Management Systems (LMS)
Moodle and Blackboard are prominent examples of Learning Management Systems, which are software platforms used to plan, deliver, and manage all aspects of a course. An LMS provides a central location for hosting course materials, conducting assessments, tracking student progress, and facilitating communication between instructors and learners. These systems are essential for both fully online and blended learning environments, providing a structured and secure space for the educational process. They streamline administrative tasks and enhance the overall instructional experience.

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104. (D) All of the above.
The final stage of the ASSURE model is "Evaluate and Revise," which involves a comprehensive assessment of the entire instructional process. This includes evaluating the effectiveness of the media and technology used, assessing student learning outcomes against the stated objectives, and reviewing the teacher's performance. By gathering feedback from various sources, educators can identify what worked well and what needs improvement. This reflective practice is essential for refining future lessons and ensuring that instructional strategies remain effective and engaging for all students.

105. (D) Statement I is false, but Statement II is true.
The primary role of ICT in research is to act as a powerful set of tools that support the human researcher, not to automate the entire process or eliminate the need for critical thinking. ICT is invaluable for searching literature, collecting data through online surveys, performing complex statistical analyses, and disseminating findings globally. While it significantly increases the efficiency and scope of research, the core tasks of defining problems and interpreting results remain human responsibilities. Technology enhances researcher capabilities.

106. (B) Desirable technical characteristics such as ease of use and reliability.
In the D&M IS Success Model, system quality refers to the technical performance and usability of an information system. It measures characteristics such as the system's reliability, response time, ease of use, and overall stability. A high-quality system is one that is intuitive and free from technical glitches, providing a seamless experience for the user. In e-learning, this means the platform is easy to navigate and accessible, allowing students to focus on the content rather than struggling with technology.

107. (D) (a), (b) and (c) only
Different educational settings require distinct instructional strategies. Large group instruction often utilizes one-way methods like lectures for efficiency. In contrast, small group instruction encourages interaction and collaborative learning among students. Non-formal strategies are generally more flexible and learner-centered compared to formal institutional systems. However, it is incorrect to say the choice of strategy is independent of objectives; the learning goals are the primary factor that should guide the selection of any teaching method to ensure effective academic outcomes.

108. (A) Active construction of knowledge.
The core principle of the constructivist paradigm is that learning is an active process. Learners do not simply receive information; they build their own understanding by reflecting on their experiences and integrating new ideas with what they already know. This approach emphasizes the student's role in meaning-making and encourages exploration, problem-solving, and critical thinking. Unlike behaviourism, which focuses on external stimuli and responses, constructivism highlights the internal cognitive processes and the social context in which knowledge is actively created by students.

109. (B) To be a 'guide on the side', facilitating learning and providing scaffolding.
In an instructional design based on Vygotsky's theory, the teacher's role is that of a facilitator or "guide on the side." Rather than just delivering information, the teacher provides scaffolding—temporary support that helps students perform tasks within their Zone of Proximal Development. This guidance is adjusted as the learner gains competence, eventually being removed as the student becomes independent. This approach recognizes that learning is a social process and that cognitive growth is most effective when supported by interaction with others.

110. (B) ICT represents the convergence of Information Technology and Communication Technology.
Information and Communication Technology represents the unification and convergence of Information Technology and Communication Technology. While IT focuses on the processing and storage of data using computers, CT deals with the transmission of information over distances through various media. ICT acknowledges that modern systems integrate these two fields, enabling computers to communicate and collaborate across networks. This convergence is the foundation of the digital age, providing the infrastructure for the global exchange of knowledge and the modern internet.

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125. (A) (b), (d), (a), (c), (e)
Robert Gagne proposed a specific sequence of internal and external events to support the learning process. It starts with gaining the learner's attention and then informing them of the objectives to establish clear goals. Next, the instructor should stimulate the recall of prior learning to provide a foundation for new information. Once the mind is prepared, the content is presented to the students. Finally, the teacher provides learning guidance to help students organize and internalize the new knowledge effectively and meaningfully.

126. (D) Statement I is false, but Statement II is true.
Mobile learning is a broad and versatile educational approach that goes far beyond simply reading e-books on a tablet. It encompasses a wide variety of activities, including accessing interactive content, participating in social collaboration with peers, and creating multimedia projects, all through portable devices. The defining feature of m-learning is its ability to support learning in diverse contexts, allowing students to engage with their education whenever and wherever they are. It leverages the portability and connectivity of handheld technology.

127. (C) Watching a YouTube tutorial to learn how to fix a leaky faucet.
Informal learning is a lifelong process where individuals acquire knowledge and skills from daily life experiences and interest-driven activities. Watching a YouTube tutorial to learn a practical skill, such as fixing a leaky faucet, is a perfect example of informal learning using technology. This type of learning is self-motivated, unstructured, and does not lead to a formal certification. It contrasts with formal degree programs or structured online courses, which are organized by institutions and follow a specific curriculum.

128. (B) P-4, Q-1, R-3, S-2
The D&M IS Success Model evaluates information systems through multiple quality dimensions. Information quality relates to the accuracy and relevance of the content. System quality focuses on technical aspects like ease of navigation and reliability. Service quality measures the effectiveness of the technical support and help desk services. Finally, user satisfaction represents the student's emotional and cognitive response to the overall experience. Together, these dimensions provide a comprehensive view of how well an e-learning platform is performing and meeting student needs.

129. (A) CAI delivers instruction, while CML manages the process.
Computer-Assisted Instruction and Computer-Managed Learning are two distinct ways technology is used in education. In CAI, the computer acts as the primary instructor, delivering content directly to the student through tutorials, drills, or simulations. In contrast, CML uses the computer as an administrative tool to track student progress, manage assessments, and guide learners toward appropriate resources based on their performance. While CAI focuses on the interaction between the learner and the content, CML focuses on managing the learning journey.

130. (B) A screen reader
A screen reader is the most appropriate assistive technology for a student with a visual impairment. This software identifies and interprets what is being displayed on the screen and presents it to the user using text-to-speech synthesis or a Braille display. By converting visual information into audio or tactile formats, screen readers allow students to navigate websites, read documents, and participate in online courses independently. This tool is essential for ensuring that digital educational content is accessible and inclusive for everyone.

131. (B) (a), (b) and (c) only
Instructional design models provide structured frameworks for creating effective learning experiences. The ADDIE model is a general process consisting of five phases: Analysis, Design, Development, Implementation, and Evaluation. The ASSURE model is specifically designed for classroom teachers to plan lessons that integrate media and technology. The Dick and Carey model is a comprehensive systems approach that starts by identifying clear instructional goals. However, Mason's model focuses on online course development rather than behaviourist instruction, making the last statement in the list incorrect.

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118. (C) Apply their understanding to new contexts and extend their learning.
In the 5E constructivist model, the elaborate phase gives students the opportunity to extend their understanding of a concept by applying it to new and unfamiliar situations. This stage helps deepen comprehension and reinforces learning by challenging students to transfer their knowledge. By exploring additional applications or related topics, learners can consolidate their new ideas and develop a more comprehensive mental model. This phase is crucial for ensuring that the learning is durable and applicable beyond the specific instructional context.

119. (C) The emphasis on observable behaviour and reinforcement.
The most significant implication of behaviourist theory for instructional design is the focus on observable changes in behaviour as a result of external stimuli. This leads to strategies that break complex tasks into small, sequential steps and use immediate reinforcement to reward correct responses. Designers following this paradigm prioritize clear objectives and repetitive practice to ensure mastery. This approach is particularly effective for foundational skill acquisition and memorization, where the goal is to establish a strong association between a stimulus and response.

120. (B) Share and adapt the material as long as they credit the creator.
The Creative Commons - Attribution (CC BY) license is one of the most flexible and commonly used licenses in the open education movement. It allows users to share, copy, and redistribute the material in any medium or format. Furthermore, it permits users to adapt, remix, and build upon the work for any purpose, even commercially. The only requirement is that the user must give appropriate credit to the original creator. This encourages the widespread reuse and improvement of resources.

121. (C) Quality of E-Learning measurement
Measuring the merit, worth, and significance of an e-learning program is a systematic process known as quality measurement or evaluation. This involves using established frameworks, like the D&M IS Success Model, to assess technical performance, content accuracy, and user satisfaction. The goal is to determine if the program achieved its intended outcomes and provided value to stakeholders. High-quality measurement is essential for continuous improvement and ensures that digital education systems remain effective, engaging, and relevant for modern learners.

122. (B) Read-only content delivery
Web 2.0 represents a shift from static, read-only websites to a dynamic internet where users are active participants. Key features include user-generated content, collaboration, sharing, and a rich, interactive user experience. These tools allow individuals to create, edit, and distribute information easily. In contrast, "read-only content delivery" was a characteristic of the earlier Web 1.0 phase, where information was primarily consumed rather than co-created. Modern educational technology leverages Web 2.0 to foster social learning and active engagement.

123. (C) ICT for Research
Shodhganga is a digital repository of Indian electronic theses and dissertations, making it a vital tool in the domain of ICT for Research. By providing a central, open-access platform for doctoral work, it facilitates literature reviews and helps researchers identify gaps in existing knowledge. It also promotes transparency and academic integrity by making research publicly available. This application of technology supports the scholarly community by streamlining the search for specialized information and enhancing the visibility of academic contributions across various disciplines.

124. (C) ADDIE Model
The ADDIE model is sometimes criticized for being overly linear and rigid, suggesting that one phase must be completed before the next begins. However, in professional practice, instructional designers often implement it in a more cyclical and iterative manner. This allows for continuous revision and refinement throughout the development process based on feedback and evaluation. Despite its perceived rigidity, ADDIE remains a foundational and widely used framework because it provides a clear, systematic structure for building effective and consistent instructional programs.

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69. (D) Formal operational
In Piaget's theory of cognitive development, the formal operational stage is the final phase, typically beginning around age twelve. At this level, individuals develop the ability to think logically about abstract concepts and hypothetical situations. They can perform mental operations without needing concrete physical objects and can engage in systematic problem-solving. This stage is characterized by the emergence of deductive reasoning and the capacity to consider multiple possibilities and future outcomes, marking cognitive maturation.

70. (B) The impact of the system on individuals, groups, and the organization.
Net benefits represent the most comprehensive dimension of the D&M IS Success Model, capturing the overall impact and value produced by an information system. It accounts for both positive and negative consequences for individual users, workgroups, and the broader organization. In an educational context, net benefits might include improved learning outcomes, increased efficiency, or greater accessibility. This dimension looks beyond technical performance to determine if the system has truly achieved its intended goals and created meaningful value.

71. (B) A plagiarism detection software for an instructor.
Assistive technologies are specifically designed to help individuals with disabilities overcome barriers and perform tasks. Examples include text-to-speech software for dyslexia, alternative keyboards for motor impairments, and screen magnifiers for low vision. In contrast, plagiarism detection software is an administrative and academic integrity tool used by instructors to verify the originality of student work. While it is a digital tool, it does not provide an alternative means of access or expression for learners with specific physical or cognitive challenges.

72. (A) Both A and R are true and R is the correct explanation of A.
In the Dick and Carey model, writing performance objectives is a fundamental part of the design phase. These objectives provide a precise description of what learners should be able to do upon completion of the instruction. By clearly defining expected outcomes, performance objectives serve as a blueprint that guides the selection of instructional strategies and the development of assessment instruments. This ensures that the teaching is focused and that student success can be measured accurately against pre-defined educational standards.

73. (B) Students participating in hands-on activities to generate their own ideas.
The explore phase of the 5E constructivist model is a learner-centered stage where students actively investigate a concept through hands-on activities. During this time, they manipulate materials, conduct experiments, and record observations to build a common base of experience. The teacher's role is to facilitate the process rather than provide direct answers, allowing students to generate their own ideas and questions. This phase encourages discovery and inquiry, providing a foundation for the later formal explanation of complex concepts.

74. (A) Synchronous communication
A live video conference is a classic example of synchronous communication because it requires all participants to be present and interacting at the same time. This real-time interaction allows for immediate feedback, verbal dialogue, and visual cues, closely mimicking a traditional face-to-face tutorial session. This mode is particularly effective for collaborative problem-solving and direct instruction in an online environment. It contrasts with asynchronous methods where communication happens with a time delay, such as in email or discussion forums.

75. (A) (b), (c), (a), (d), (e)
The ASSURE model follows a logical sequence for effective lesson planning. It begins with analyzing the learners' characteristics, followed by stating clear learning objectives. Once the goals are defined, the teacher selects the appropriate media and materials. The next step is to utilize these materials in the actual lesson. Finally, the model emphasizes requiring active learner participation to ensure engagement. This systematic approach concludes with evaluating the entire process to make necessary revisions for future instructional improvement and refinement.

76. (B) The systematic design and implementation of learning experiences.

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132. (C) Constructivism
Constructivism is a learning theory which posits that individuals actively construct their own understanding of the world by reflecting on their experiences. Knowledge is not something that is passively transmitted from a teacher to a student; instead, learners build new ideas and concepts based on their current and past knowledge. This theory emphasizes the learner's active role in meaning-making and highlights the importance of social context and individual reflection. In constructivist classrooms, students are encouraged to explore, question, and solve authentic problems.

133. (A) To properly cite and attribute sources and respect copyright.
E-teachers have a fundamental ethical responsibility to respect intellectual property and uphold academic integrity. This involves properly citing and attributing all sources of information and respecting copyright laws when using third-party materials in their courses. By modeling ethical behavior, instructors teach their students the importance of acknowledging the work of others. This practice ensures that the educational environment remains fair and legal, and it protects the rights of creators while still allowing for the shared use of knowledge.

134. (A) Helps learners retrieve knowledge from long-term memory.
Stimulating the recall of prior learning is the third event in Gagne's Nine Events of Instruction. This stage is crucial because it helps learners retrieve relevant information and skills from their long-term memory, bringing them into their working memory. By making connections between what they already know and the new content, students can more easily organize and internalize the upcoming instruction. This process of association makes the learning more meaningful and improves the overall retention of the new material effectively.

135. (A) Both A and R are true and R is the correct explanation of A.
The systems approach to instructional design is fundamentally iterative because it relies on continuous feedback and evaluation. Formative evaluation is conducted during the development process, allowing designers to identify problems and make necessary adjustments before the final implementation. This creates a cycle where the results of one stage inform the revision of previous steps, leading to a more refined and effective instructional system. This self-correcting nature is a key advantage of the systems approach, ensuring all components are optimized for success.

136. (C) Students articulating understanding while teachers provide definitions.
The explain phase of the 5E constructivist model is where students begin to put their observations and experiences into words. During this stage, learners articulate their developing understanding of the concepts they investigated during the explore phase. The teacher's role is to facilitate this dialogue and introduce formal vocabulary, technical definitions, and scientific explanations. This phase bridges the gap between students' initial discoveries and the formal language of the discipline, helping to clarify and solidify their newly acquired understanding and knowledge.

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137. (C) Elimination of all forms of cheating.
Online assessment tools offer numerous benefits, such as providing immediate feedback to students and automating the grading process for instructors. They also offer flexibility in terms of where and when a test can be taken. However, it is incorrect to say that these tools completely eliminate cheating. While features like proctoring software and randomized question banks can help prevent academic dishonesty, the digital environment also introduces new challenges and opportunities for students to bypass rules and behave unethically.

138. (A) Integrating activities to promote active and self-directed learning.
When preparing materials for open and distance learning, designers must prioritize the inclusion of activities that promote active and self-directed learning. Since distance learners work mostly independently, the materials must guide them through the content and provide opportunities for practice and reflection. This is achieved by integrating self-assessment questions, practical exercises, and clear instructions. By focusing on learner engagement, ODLM can effectively substitute for physical classroom interaction,

166. (B) Increased access and visibility for scholarly work.
One of the most significant benefits of using online repositories is the increased access and visibility they provide for scholarly and institutional work. By archiving research papers, theses, and other intellectual assets in an open-access digital platform, institutions can make their contributions available to a worldwide audience. This not only enhances the reputation of the institution but also increases the impact and citation counts of individual researchers. Repositories support the global dissemination of knowledge and ensure findings are preserved.

167. (A) A mix of synchronous and asynchronous
A course that includes live webinars, asynchronous discussion forums, and self-paced readings is using a mixed e-learning approach. The live webinars are synchronous, requiring all participants to be online at the same time for real-time interaction. The discussion forums and readings are asynchronous, allowing students to engage with the material and their peers at their own convenience. This combined model offers both the social engagement of live sessions and the flexibility and reflective nature of self-paced, time-delayed activities for students.

168. (C) Instruction should be tailored to the cognitive stage of development.
A key implication of Piaget's theory for instructional design is that teaching should be tailored to the learner's current cognitive stage of development. Piaget argued that children move through four distinct stages of maturation—sensorimotor, preoperational, concrete operational, and formal operational. Educators must ensure that the complexity of the tasks and the nature of instruction are appropriate for the student's biological and cognitive readiness. Presenting information beyond their current stage is likely to result in frustration rather than learning.

169. (B) Ensuring equitable access for all, including those with disabilities.
E-Inclusion is a vital concept in modern e-learning that primarily addresses the need for equitable access to digital information and communication technologies. It focuses on ensuring that all individuals, regardless of their socioeconomic background, geographic location, or physical and cognitive abilities, have the opportunity to participate in and benefit from online education. This involves implementing inclusive design principles and providing assistive technologies for students. E-Inclusion aims to bridge the digital divide and promote social justice and equal opportunity for everyone.

170. (A) Gagne's Nine Events of Instruction
Robert Gagne's model is specifically known for its nine "events of instruction," which are based on information-processing theories of learning. These events represent a sequence of external stimuli designed to support the internal cognitive processes necessary for successful learning to occur. The model starts with gaining attention and moves through steps like presenting the content, providing guidance, and assessing performance. This systematic framework is a micro-level guide for instructors to plan and deliver a single, effective learning session that aligns with human cognition processes.

171. (A) Both A and R are true and R is the correct explanation of A.
The addition of the "Net Benefits" dimension in the 2003 update of the D&M IS Success Model was a significant development. This dimension was introduced to capture the overall value and impact of an information system on all its stakeholders, including individuals, groups, and organizations. By moving beyond just user satisfaction and use, net benefits provide a more holistic view of whether a system is truly successful in achieving its goals and creating a meaningful, positive difference in the educational environment.

172. (B) Utilize Media and Materials
The "U" in the ASSURE model stands for "Utilize Media and Materials," which is the fourth step in the instructional planning process. This stage involves the teacher preparing the learning environment and making sure all technology and materials are ready for the lesson. It includes the "5 Ps": Previewing the materials, Preparing the materials, Preparing the environment, Preparing the learners, and finally, Providing the learning experience. This step ensures the actual delivery of the lesson is smooth, professional, and effective for students.

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competencies. They encourage metacognition and lifelong learning by helping students take ownership of their unique educational experiences.

146. (A) Can be translated into practical strategies for creating effective learning experiences.
The implication of a learning theory for instructional design refers to how its abstract principles and concepts can be translated into practical, concrete strategies for creating effective learning experiences. For example, the principles of behaviourism lead to strategies involving reinforcement and drills, while constructivism leads to collaborative problem-solving. Understanding these implications allows instructional designers to make informed decisions about the most appropriate methods for a given audience and set of goals, ensuring the pedagogical approach is theoretically sound.

147. (A) Developing and formatting questions for quizzes and examinations.
A test generator is a specialized software tool that helps educators develop and format questions for quizzes and examinations. These tools allow teachers to create a database of questions, categorize them by difficulty or topic, and generate different versions of a test for various students. This automation saves time and ensures consistency in assessment. Many test generators also integrate with online platforms for digital delivery and automated grading, making them a valuable resource for streamlining evaluation in modern educational settings.

148. (C) Flexibility in terms of time and place for learners.
The most significant advantage of asynchronous e-learning is the unparalleled flexibility it offers to both learners and instructors. Because communication and content access do not happen in real-time, students can engage with the material at whatever time and from whichever location suits their schedule. This is particularly beneficial for working professionals or those with busy lives. Asynchronous models allow for self-paced learning and give students more time to reflect deeply on the content before participating in activities.

149. (B) Use and User Satisfaction
According to the D&M IS Success Model, the three quality dimensions—information quality, system quality, and service quality—work together to directly influence the "Use" and "User Satisfaction" of an information system. High-quality content, a reliable platform, and effective human support encourage people to use the system more frequently and lead to a more positive and satisfying experience. These two factors are critical intermediate steps that ultimately lead to the realization of "Net Benefits" for individuals and organizations.

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150. (A) (c), (d), (a), (b), (e)
The 5E model follows a specific sequence of five stages to facilitate constructivist learning. It begins with "Engage" to capture student interest, followed by "Explore" to provide hands-on experiences. Next is the "Explain" phase, where students articulate their understanding and formal concepts are introduced. The "Elaborate" stage follows, allowing students to apply their knowledge to new contexts. Finally, the "Evaluate" phase provides an opportunity for students and teachers to assess the learning that has occurred. This progression ensures deep understanding.

151. (B) Breaking complex behaviors into smaller reinforced steps.
A primary characteristic of behaviourist instructional strategies is the systematic breakdown of complex tasks and behaviours into smaller, more manageable steps. Each step is taught sequentially, and the learner receives immediate reinforcement or feedback for correct responses. This process of successive approximations helps shape the desired behaviour and ensures that foundational skills are mastered before moving to more advanced content. This approach is rooted in the belief that learning is a result of conditioning and stimulus-response associations through external rewards.

152. (A) E-learning Ethics
In an e-learning context, ensuring data privacy and security for student information is a core component of ethical practice. E-learning ethics involves the responsible handling of personal data, maintaining confidentiality, and protecting student records from unauthorized access or misuse. As digital platforms collect

helping students stay motivated and master the curriculum at their own individual pace.

139. (B) Identifying entry behaviors and characteristics of the learning environment.
A key component of the Dick and Carey model is identifying the entry behaviors and characteristics of the target learners and their environment. This step involves determining what knowledge and skills the students already possess before starting the instruction. Understanding the learners' prior experience, learning styles, and environmental context is essential for designing a course that is appropriate and effective. This analysis ensures that the instruction starts at the right level and addresses the specific needs and abilities of students.

140. (C) ET has no role in informal learning as it is unplanned.
Educational technology is applied across all major education systems, including formal, non-formal, and informal settings. While informal learning is often unplanned and incidental, technology plays a massive role in facilitating it through tools like search engines, video tutorials, and educational apps. These resources allow individuals to acquire knowledge based on their personal interests and daily experiences. Therefore, it is incorrect to say that ET has no role in informal learning, as digital tools have significantly expanded opportunities.

141. (B) P-4, Q-3, R-2, S-1
Web 2.0 tools serve distinct educational purposes that enhance collaboration and reflection. Blogs are primarily used for individual or group reflective journaling, allowing students to document their learning journey. Wikis facilitate the collaborative creation and editing of shared documents, promoting teamwork. Social networking sites help build online communities and share resources among peers. Discussion forums support asynchronous threaded conversations on specific topics. Together, these tools provide a rich environment for interaction and social construction of knowledge in modern, student-centered e-learning settings.

142. (B) Individuals who have access to modern ICT and those who do not.
The "digital divide" refers to the significant gap between individuals, groups, or regions that have regular access to modern information and communication technologies and those who do not. This divide is often based on socioeconomic status, geographic location, or physical abilities. E-Inclusion is the movement and set of policies aimed at closing this gap by ensuring that everyone has the necessary resources and skills to participate fully in the digital society. Addressing this inequality is essential for promoting educational justice.

143. (B) (b), (c), and (d) only
Constructivist instructional design focuses on learner-centered strategies that encourage deep engagement with the subject matter. Key characteristics include the use of authentic, real-world problems that provide meaningful context, the promotion of student autonomy and initiative, and the encouragement of social negotiation of meaning through collaboration. Unlike traditional models, constructivism does not prioritize teacher-centered instruction or assessment focused on rote recall. Instead, it values the process of discovery and the active role of the learner in building their understanding.

144. (C) Require Learner Participation
The "R" in the ASSURE model stands for "Require Learner Participation," which emphasizes that learning is most effective when students are actively involved. This step encourages teachers to design activities that go beyond passive observation, such as group discussions, hands-on projects, or interactive simulations. By requiring students to apply what they are learning, educators can improve engagement and promote a deeper understanding of the content. This active involvement is essential for the successful integration of technology in the classroom.

145. (D) Statement I is false, but Statement II is true.
E-portfolios are far more than static repositories for a student's best work submitted at the end of a course. In modern education, they are viewed as dynamic, developmental spaces that showcase a student's entire learning process, including their progress and personal reflections over time. By documenting growth and development, e-portfolios provide a more comprehensive and authentic picture of a student's achievements and

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methods, as well as the use of collaborative Web 2.0 tools for social learning. It also involves the application of assistive technologies to ensure inclusivity for students with disabilities and the use of models to measure system quality and effectiveness. Together, these elements form a comprehensive framework for using technology to enhance the overall quality and accessibility of modern education.

160. (B) State Objectives
The second step of the ASSURE model is "State Objectives," which involves clearly defining what the students will be able to do upon completion of the lesson. These objectives should be specific, measurable, and observable, focusing on the desired learning outcomes. By setting clear goals, teachers can better select appropriate media and materials and design activities that directly support those objectives. This step provides a focus for both the instructor and learners, ensuring that the entire instructional process is purposeful.

161. (A) Providing temporary support to help complete a task.
In Vygotsky's theory, scaffolding is the process of providing temporary support to a student who is working on a task within their Zone of Proximal Development. This support helps the learner achieve a goal that they could not reach independently. The teacher or a more knowledgeable peer provides hints, cues, or encouragement, adjusting the level of assistance as the student's competence increases. Eventually, the scaffolding is removed entirely, allowing the student to perform the task alone, which facilitates cognitive growth and mastery.

162. (B) P-2, Q-4, R-1, S-3
Various concepts in educational technology are best understood through practical examples. Blended learning is exemplified by a course that combines physical lectures with online discussion forums. A social learning tool is demonstrated by a class wiki for a collaborative project. Assistive technology includes devices like screen readers for visually impaired students. An OER platform is represented by MIT OpenCourseWare, which provides free access to materials. Each example highlights how technology is strategically used to support different instructional models and various learner needs.

163. (B) Both the student and teacher assessing the student's understanding of the concepts.
The "Evaluate" phase is the final stage of the 5E constructivist model, providing a formal opportunity for assessment. During this phase, both the student and the teacher reflect on the learning that has taken place throughout the lesson. Students assess their own understanding and progress, while teachers use various tools to determine if the learning objectives have been achieved. This process is not just about a final grade but about identifying any remaining misconceptions and reinforcing the key concepts developed.

164. (A) The computer tracks performance and directs students to resources.
The defining characteristic of Computer-Managed Learning is the computer's role as an administrative and organizational assistant. Rather than delivering the primary instruction, the CML system tracks individual student performance on assessments and tasks. Based on this data, the system can automatically direct students to specific learning resources, remediations, or advanced materials that suit their needs. This management function helps educators personalize the learning path for each student and ensures that progress through a curriculum is monitored efficiently and accurately within an institution.

165. (D) Statement I is false, but Statement II is true.
While sometimes used interchangeably, instructional technology and educational technology have distinct meanings. Educational technology is a broad, overarching field that encompasses all technological applications in education, including administration, research, and infrastructure. Instructional technology is a specific subset that focuses exclusively on the systematic design, development, and delivery of instruction to solve teaching and learning problems. Therefore, the statement that they are synonymous is false, while the statement identifying instructional technology as a focused subset is correct and accurate.

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part of the modern research process across many scientific disciplines.

180. (C) Arouse curiosity and focus attention on the upcoming instruction.
The primary purpose of Gagne's first event of instruction, "Gaining Attention," is to arouse the learners' curiosity and focus their mind on the upcoming lesson. This is the crucial first step because learning cannot occur unless the student is receptive and attentive. Instructors can use various strategies to gain attention, such as posing a thought-provoking question, showing a puzzling visual, or starting with a brief and engaging story. This event sets the stage for the rest of the instructional process to be truly successful.

181. (A) P-3, Q-1, R-2, S-4
Different instructional design models serve various levels and purposes in education. The ADDIE model provides a general, cyclical framework for the entire building process. The ASSURE model is more classroom-focused, specifically helping teachers plan for the effective use of media. The Dick and Carey model offers a detailed systems-approach view of the whole instructional system. Finally, Gagne's Nine Events represent a micro-level model detailing the specific cognitive steps needed for a single, successful learning session. Each model provides a unique and valuable instructional structure.

182. (C) Promoting a single, correct perspective
Constructivist instructional design is built on the principle that knowledge is constructed from multiple viewpoints. Therefore, it is incorrect to say that it promotes a single, correct perspective. Instead, constructivism values diverse interpretations and encourages learners to explore various representations of content. Key elements include providing coaching and scaffolding, fostering reflection on the learning process, and using authentic tasks that reflect real-world complexity. By embracing multiple perspectives, constructivist environments help students develop deeper understanding and critical thinking skills in a digital context.

183. (A) Both Statement I and Statement II are true.
Social learning in e-learning contexts is based on the idea that knowledge acquisition is enhanced through communication and collaboration with others. This approach leverages a variety of modern technologies, such as discussion forums, wikis, and video conferencing, to facilitate these social interactions effectively. These tools allow students to learn with and from their peers by sharing ideas, providing feedback, and co-creating content. Both statements accurately describe how social learning is integrated into digital environments, highlighting the shift from isolated study to community learning.

184. (C) User Satisfaction and Use
In the D&M IS Success Model, the dimensions of "Use" and "User Satisfaction" serve as the direct antecedents to "Net Benefits." This means that for a system to produce positive impacts for individuals and organizations, it must first be utilized by the target audience and meet their expectations. High levels of use and satisfaction are necessary conditions for the realization of the ultimate goals of the information system. These intermediate dimensions act as a bridge between the quality of the system and its value.

185. (A) E-portfolio
An e-portfolio is a digital collection of a student's work that demonstrates their efforts, progress, and achievements over a period of time. Unlike a traditional paper folder, it often includes multimedia elements such as videos, audio recordings, and links to online projects. E-portfolios are used for authentic assessment and encourage students to reflect on their learning journey. They serve as a dynamic showcase of a learner's unique skills and competencies, providing a comprehensive picture of their educational development to various stakeholders.

186. (B) Behaviourism
Behaviourism is the learning theory that most strongly supports the use of drill-and-practice software with immediate positive feedback. This approach is based on the principle of operant conditioning, where learning is seen as a process of strengthening associations between a stimulus and a response through reinforcement. By providing repetitive practice and instant rewards for correct answers, behaviourist strategies help students master foundational skills and memorize facts. This method focuses

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173. (A) An online journal where individuals post chronological reflective entries.
In an educational context, a blog is best described as an online journal where individuals or groups post chronological entries. These posts often serve as a reflective space for students to document their thoughts on course topics, share their learning experiences, and receive feedback through peer comments. Blogs promote critical thinking and allow for a continuous dialogue over time. This Web 2.0 tool supports social learning by enabling students to share their unique perspectives and build a collaborative community of reflective, engaged learners.

174. (C) (b), (c) and (d) only
Open Educational Resources are defined as teaching and learning materials available at no cost under a license that permits reuse, adaptation, and redistribution. Creative Commons is a standard licensing framework commonly used for OER. Furthermore, MOOCs can be seen as a form of OER application, as they provide free, large-scale access to educational content. However, it is incorrect to say that OER are always peer-reviewed for quality; while many are, the quality can vary, and educators must evaluate them independently for their students.

175. (B) Administration
The use of Information and Communication Technology for tasks such as managing student records, handling admissions, and creating timetables falls under the category of ICT for Administration. This application of technology is focused on the management and operational efficiency of the educational institution rather than on the direct instruction or evaluation of students. By automating these essential administrative processes, schools and universities can reduce paperwork, minimize errors, and provide better services to both the staff and the student body in an institution.

176. (A) A hands-on, collaborative workshop where participants learn together.
A hands-on, collaborative workshop is an ideal instructional strategy for a small, non-formal group. This approach encourages active participation and peer-to-peer learning, allowing participants to acquire new skills through practical experience and social interaction. Non-formal settings, such as community education programs, often prioritize flexibility and learner-centered activities. A workshop format respects the autonomy of the learners and provides a supportive environment where they can work together to solve problems and share knowledge, which is more effective than standardized methods.

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177. (B) Happening in real-time, with all participants interacting simultaneously.
The term synchronous in the context of e-learning means that the learning activities and communication happen in real-time. This requires all participants—both the instructor and the students—to be online at the same time and interacting simultaneously. Common examples include live webinars, video conferences, and real-time chat sessions. This mode of delivery provides immediate feedback and a sense of social presence, making it effective for interactive discussions, collaborative problem-solving, and direct instruction that benefits from the verbal cues of live communication.

178. (A) Citing sources properly and avoiding plagiarism.
A key ethical concern for every e-learner is maintaining academic integrity by properly citing all sources of information and avoiding plagiarism. In an online environment where information is easily accessible and copy-pasted, students must be especially careful to attribute ideas and work to their original authors correctly. Upholding these standards is essential for a student's academic and professional reputation. Respecting intellectual property rights is a fundamental part of the ethical behavior expected in any educational setting, whether physical or digital.

179. (A) Collecting data from a sample of people.
A researcher using an online survey tool is most likely engaged in the data collection phase of their study. These tools allow for the creation of digital questionnaires that can be easily distributed to a large and diverse sample of participants via email or social media. This method is highly efficient, as it allows for the rapid gathering of responses and provides automated summaries and data exports for further analysis. Online surveys are a central

barriers and create a fair learning environment. E-Inclusion is essential for promoting social justice and ensuring no learner is left behind in the digital society.

194. (A) Providing accurate and fair assessments of student work.
An important ethical consideration for every e-teacher is providing accurate and fair assessments of student work. Maintaining high standards of academic integrity and objectivity is essential for building trust and ensuring that all students are evaluated consistently. In an online environment, instructors must be transparent about their grading criteria and provide constructive feedback to help students improve. This commitment to fairness is a fundamental part of a teacher's professional responsibility and is crucial for the overall quality and institutional credibility.

195. (A) ADDIE is a general process, while ASSURE plans media for a specific lesson.
The key difference between these two instructional design models lies in their scope and primary application. ADDIE is a broad, general framework consisting of five phases that can be used to build any type of instructional program, from corporate training to whole university courses. In contrast, the ASSURE model is specifically designed for classroom teachers to plan and deliver individual lessons that integrate media and technology. ASSURE is more focused on the daily needs of teachers to engage their specific students.

196. (A) Instructional design
The Five E's of Constructivism—Engage, Explore, Explain, Elaborate, and Evaluate—is a prominent model of instructional design. It provides a structured framework for teachers to create inquiry-based lessons that encourage students to actively construct their own knowledge. Each phase of the model serves a specific pedagogical purpose, moving from capturing interest to assessing final understanding. This learner-centered approach is widely used in science and other subjects to foster deep comprehension and critical thinking skills through discovery and reflection on experience.

197. (C) Read-only PDF document
Web 2.0 tools are defined by their ability to facilitate interaction, collaboration, and the creation of user-generated content. Examples like blogs, wikis, and discussion forums all support social learning by allowing multiple users to contribute and communicate. In contrast, a read-only PDF document is a static format that does not allow for interaction or collaborative editing. While it is a digital resource, it lacks the social and dynamic characteristics that are the hallmark of Web 2.0 technologies and collaborative e-learning environments.

198. (A) Measuring the quality and success of an existing e-learning system.
The DeLone and McLean Information Systems Success Model provides a comprehensive theoretical framework for measuring the quality and success of an existing information system, such as an e-learning platform. By evaluating six interrelated dimensions—including system quality, information quality, and user satisfaction—researchers and administrators can determine how well a system is performing and what impact it is having. This model is not intended for the initial design of systems but rather for assessing their effectiveness and identifying areas for future improvement.

199. (D) It leverages the portability of devices like smartphones and tablets.
The defining characteristic of mobile learning is its leverage of the portability and wireless connectivity of devices such as smartphones and tablets. This allows learning to occur anywhere and at any time, breaking the boundaries of traditional physical classrooms or stationary desktop computers. M-learning supports both synchronous and asynchronous interactions and can be used in formal, non-formal, and informal educational settings. Its flexibility and convenience make it an increasingly popular approach for providing immediate access to information and facilitating collaboration.

200. (A) Piaget, Bruner, Vygotsky
Jean Piaget, Jerome Bruner, and Lev Vygotsky are all central figures in the development of cognitive and constructivist theories of learning. Piaget focused on individual cognitive development through maturation and stages. Bruner emphasized the role of discovery

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on observable changes in behaviour rather than internal mental processes or social construction.

187. (A) (a), (b), (c), and (d) only
Information and Communication Technology plays a crucial and valid role throughout the various stages of the research process. Researchers use online libraries and databases for comprehensive literature reviews, digital survey tools for efficient data collection, and statistical software for complex data analysis. Furthermore, online repositories are used to disseminate final findings to a global audience. However, using ICT to fabricate or manipulate research data is a serious ethical violation and a form of misconduct, making it an invalid and unacceptable application in research.

188. (B) Learning objectives, content, activities, and final assessment.
A fundamental principle in the process of preparing Open and Distance Learning Materials is ensuring congruence, or alignment, between all core components of the instruction. This means that the learning objectives must be directly supported by the content, the activities must provide practice for those specific objectives, and the final assessment must accurately measure what was intended to be learned. Without this internal consistency, the material may confuse students and fail to lead to successful learning outcomes in a distance environment.

189. (B) Are not dependent on the participants being online at the same time.
The term asynchronous in the context of e-learning means that communication and learning activities are not dependent on all participants being online at the same time. This mode of delivery allows students to access content, complete assignments, and participate in discussions whenever it suits their personal schedule. It provides a high degree of flexibility and is well-suited for self-paced learning. Common asynchronous tools include email, discussion forums, and pre-recorded video lectures, all of which accommodate diverse time zones and lifestyles.

190. (A) A Massive Open Online Course designed for large-scale participation.
A Massive Open Online Course is a modern educational model designed for large-scale participation and open access via the web. MOOCs provide a platform for millions of learners worldwide to study high-quality courses from top universities, often for free or at a very low cost. They typically include video lectures, interactive discussion forums, and automated assessments. By removing traditional barriers like geographic location and high tuition fees, MOOCs have significantly democratized higher education and provided new opportunities for global lifelong learning.

191. (C) Formal
Using a smartboard to display interactive content within a traditional classroom environment is an application of educational technology in a formal setting. Formal education is characterized by being institutionalized, structured, and following a recognized curriculum that leads to certification or a degree. In this context, the technology is used by a trained teacher to enhance the planned instructional process and meet specific academic goals. This contrasts with non-formal or informal settings, where the structure and institutional oversight of the learning process differ.

192. (D) A is false but R is true.
Robert Gagne's Nine Events of Instruction do not end with "Assessing Performance." The assertion is false because "Assessing Performance" is actually the eighth event in the sequence. The reason is true because the final event is "Enhancing Retention and Transfer." This stage is designed to ensure that learning is durable over time and that students can apply their newly acquired skills and knowledge in different, real-world contexts. This final reinforcement is essential for making the overall instruction truly effective for the learner.

193. (A) E-Inclusion
The concept of using technology to provide equitable learning opportunities for students with disabilities is known as e-Inclusion. It focuses on ensuring that everyone has meaningful access to information and communication technologies, regardless of their physical or cognitive challenges. By implementing inclusive design and using assistive tools like screen readers or alternative input devices, educators can remove

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increasing amounts of information, educators and institutions must uphold high standards of integrity and transparency. Respecting student privacy is essential for building trust and creating a safe and professional environment where learners can focus on their studies.

153. (D) A is false but R is true.
Jerome Bruner was a strong advocate for discovery learning, which is a constructivist approach that rejects the idea of students being passive recipients of information. The assertion is false because Bruner believed that learners should be active participants in the process. The reason is true because discovery learning emphasizes that students should actively explore their environment, manipulate materials, and perform experiments to discover fundamental principles for themselves. This method fosters critical thinking, problem-solving skills, and a meaningful understanding of subjects.

154. (A) Providing practice and examples to help apply knowledge.
The final event in Gagne's Nine Events of Instruction is "Enhancing Retention and Transfer." This stage is designed to ensure that newly acquired knowledge and skills are remembered over time and can be applied in different and real-world contexts. This is achieved by providing students with additional practice, varied examples, and opportunities to solve new problems. By reinforcing connections between new information and practical applications, instructors help make learning more durable and useful beyond the specific instructional session.

155. (C) Treats each component as an independent and isolated unit.
A systems approach is characterized by viewing any process as a set of interrelated and interdependent components working toward a common goal. Therefore, it is incorrect to say that it treats each part as an independent and isolated unit. On the contrary, the systems approach focuses on the relationships and interactions between goals, learners, strategies, and assessments. It is a systematic, goal-oriented, and iterative process that uses continuous feedback and evaluation to ensure that all elements are effectively aligned.

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156. (B) Access to a collection of scholarly literature.
Online libraries, such as JSTOR or ProQuest, are digital platforms that provide researchers with access to a vast collection of scholarly literature. This includes academic journals, books, conference proceedings, and primary source documents across many disciplines. These libraries are essential tools for conducting comprehensive literature reviews and staying current with the latest research findings. They offer sophisticated search features and allow users to access high-quality, peer-reviewed information from anywhere with an internet connection, significantly expanding the scope of academic inquiry.

157. (C) Identify the learning problem, goals, and audience.
The analysis phase is the first and most critical step of the ADDIE model. Its main purpose is to clearly identify the instructional problem, define the desired learning goals, and understand the characteristics of the target audience. Designers also analyze the environmental context and the constraints of the project. This foundational work ensures that the subsequent design and development phases are based on accurate data and real needs. Without a thorough analysis, the resulting instruction may fail to address learning gaps.

158. (D) The use of ICT in evaluation completely eliminates the possibility of academic dishonesty.
ICT has transformed the evaluation process by automating scoring for objective tests, providing immediate feedback, and enabling authentic assessment through e-portfolios. These tools make the process more efficient and data-driven for both teachers and students. However, it is incorrect to suggest that the use of technology completely eliminates the possibility of academic dishonesty. While features like proctoring and plagiarism detection help maintain integrity, the digital environment also creates new ways for students to bypass rules, requiring ongoing ethical education.

159. (D) All of (a), (b), (c), (d), and (e)
The domain of technology for education encompasses a wide range of interrelated concepts and tools. This includes both synchronous and asynchronous communication

learning and mental representation. Vygotsky highlighted the essential role of social interaction and cultural context in the construction of knowledge. Together, their work shifted the focus of education from behavioral conditioning to understanding the internal mental processes and social dynamics involved in learning.

201. (B) Have students build a terrarium and observe the interactions.
A constructivist approach to science emphasizes active inquiry and learning through experience. Having students build a terrarium and observe the interactions within the ecosystem is a perfect example of this. In this activity, students are not just receiving information; they are discovering principles of biology and ecology firsthand. This hands-on experience allows them to construct their own understanding of producers and consumers. The teacher acts as a facilitator, guiding their observations and helping them reflect on what they discovered.

202. (D) Statement I is false, but Statement II is true.
While the Dick and Carey model is often presented as a sequential series of steps, it is not a rigid or purely linear process. The first statement is false because the model is designed to be iterative. The second statement is true because the model includes a specific "Revising Instruction" phase. This indicates that the entire framework incorporates feedback loops, where data from evaluations is used to go back and refine previous components, ensuring the final instructional system is improved.

203. (B) (a), (c), and (d) only
Modern e-learning is shaped by several key emerging trends that leverage new technologies and pedagogical shifts. These include social learning through collaborative Web 2.0 tools, the widespread adoption of Open Educational Resources and MOOCs, and a strong focus on e-Inclusion and assistive technologies. These trends promote greater accessibility, collaboration, and democratization of education globally. Older technologies like film projectors or basic behaviourist drill software are no longer considered part of the current emerging landscape in educational technology.

204. (A) ASSURE Model
The process of analyzing the target audience's characteristics, prior knowledge, and learning styles is the crucial first step in the ASSURE model, where it is labeled as "Analyze Learners." This model is designed specifically for teachers to plan and deliver effective lessons that integrate media and technology in the classroom. By starting with a thorough understanding of who the students are, educators can more accurately state their objectives and select the most appropriate instructional materials to meet their needs.

205. (A) Both A and R are true and R is the correct explanation of A.
Vygotsky's theory is fundamental to the belief that learning is a social process. He argued that cognitive development does not happen in isolation but is rooted in the interactions a person has with their social and cultural environment. Both the assertion and the reason are true because Vygotsky's central thesis was that learning is mediated by language, tools, and society. This perspective highlights the importance of peer collaboration and the guidance of more knowledgeable others in the construction of knowledge.

206. (A) Open Education Resources (OER)
Creative Commons licensing is a critical legal framework that is most relevant to the concept of Open Educational Resources. These licenses provide a standardized way for creators to share their work with others while clearly specifying the permissions for use, adaptation, and redistribution. By using CC licenses, educators and institutions can ensure that their materials are freely available to the global community, which is the core goal of the OER movement. This legal infrastructure has been essential for OER.

207. (C) Constructivism (Vygotsky) → Teacher-centered lecture with minimal interaction.
Vygotsky's theory is based on social constructivism, which emphasizes that learning occurs through social interaction and collaboration. Therefore, a teacher-centered lecture with minimal interaction is an incorrect strategy for this paradigm. Vygotsky would instead advocate for peer interaction and scaffolding. Other relationships are correct:

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USB drives. This method is particularly useful in environments where connectivity is unreliable or expensive. While it lacks the real-time social interaction of online models, it provides learners with high-quality digital resources and activities that can be completed at their own pace.

250. (C) P-3, Q-4, R-1, S-2
Various concepts in modern education are defined by their core underlying ideas. An e-portfolio is a digital collection that showcases a learner's work and progress over time. A MOOC is a course designed specifically for massive, open, and online participation by a global audience. Social learning refers to the process of learning with and from others through the use of collaborative web tools. Assistive technology includes any tool that helps individuals with disabilities overcome barriers. These terms reflect the diverse applications of technology today.

251. (B) IT is a core component of ET, concerned with the pedagogical design and evaluation of learning processes.
Educational Technology serves as the overarching discipline that encompasses systemic processes for learning. Within this hierarchy, Instructional Technology acts as a specialized subset focusing on the pedagogical core. It applies theoretical frameworks to design and evaluate learning resources, ensuring that the use of technology aligns with educational goals rather than just providing hardware or software infrastructure.

252. (A) ICT provides the technological tools and infrastructure, whereas Instructional Technology provides the pedagogical framework for their use.
The distinction lies in the functional focus of each concept within the educational landscape. While Information and Communication Technology provides the necessary digital tools and systems infrastructure, Instructional Technology offers the essential pedagogical framework. This framework ensures that technological resources are utilized effectively through intentional design and development to facilitate meaningful learning experiences and optimal educational outcomes.

253. (C) the systematic study of processes and resources to optimize learning.
Educational Technology is defined as a multifaceted discipline involving the systematic study of processes and resources. Its primary objective is creating, using, and managing learning environments effectively. By focusing on optimizing learning outcomes through rigorous design and application, it extends beyond the mere use of hardware, encompassing the theoretical and practical aspects of improving the educational experience.

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254. (D) Information and Communication Technology (ICT).
The integration of Information Technology and Communication Technology leads to the formation of Information and Communication Technology. This broad term encompasses the technological tools and resources required to communicate and to create, disseminate, store, and manage information. It provides the essential infrastructure that supports more specialized pedagogical frameworks like Instructional Technology within the broader field of Educational Technology.

255. (C) Instructional Technology practice.
When an educator selects specific software and builds a structured lesson plan around learning principles, they are applying pedagogical theory to practice. This specific focus on the design, development, and utilization of resources to facilitate learning defines Instructional Technology. It moves beyond just managing tools to creating an intentional environment where technology serves specific, evaluated educational objectives.

256. (B) To enable the fundamental delivery of instruction and overcome geographical barriers.
In the context of Open and Distance Learning, technology is a foundational requirement rather than a mere supplement. It enables the delivery of instruction to learners who are geographically separated from institutions. By utilizing virtual classrooms and content dissemination platforms, technology overcomes the physical barriers of time and space, ensuring that educational opportunities reach a wider, dispersed population.

257. (D) It is primarily learner-driven and self-directed in informal education, while it is structured and supplementary in formal education.

personal reflections, students can demonstrate their growth and self-awareness. This longitudinal view allows teachers to provide ongoing feedback and assess competencies that are often missed by standardized, one-time tests. E-portfolios encourage students to take an active role in their own evaluation and educational journey.

215. (B) Lev Vygotsky
The Zone of Proximal Development is a central concept in Lev Vygotsky's social development theory. It represents the gap between what a learner can accomplish independently and what they can achieve with the support and guidance of a more knowledgeable other. Vygotsky argued that learning is most effective when it is targeted within this zone, as it pushes the learner to master new skills with appropriate scaffolding. This theory highlights the essential role of social interaction and collaboration in cognitive growth.

216. (B) A continuous internet connection
The key distinction between online learning and offline e-learning is the necessity of a continuous internet connection. Online learning relies on the web for delivering content, facilitating real-time or asynchronous communication, and conducting assessments. In contrast, offline e-learning allows students to access instructional materials from local storage devices like USB drives, CD-ROMs, or pre-installed software, making it accessible in areas with limited or no connectivity. While both use digital technology and computers, the mode of access to information differs.

217. (A) Collaborative content creation.
A wiki is a Web 2.0 tool that allows multiple users to create, edit, and link web pages easily. In an educational context, using a wiki for a classroom project is a classic example of applying a tool that supports collaborative content creation. It encourages students to work together, share their knowledge, and provide peer feedback in a dynamic and shared digital space. This collaborative process aligns with constructivist principles, as it helps students negotiate meaning and build a collective understanding through interaction.

218. (B) Market Share
The updated D&M IS Success Model (2003) focuses on evaluating the effectiveness of an information system through six key dimensions: system quality, information quality, service quality, use, user satisfaction, and net benefits. These dimensions look at technical performance, content accuracy, user experience, and the final impact on stakeholders. "Market share" is a business and commercial metric related to competition rather than a measure of the internal success or quality of an individual information system. Therefore, it is excluded from this theoretical framework.

219. (D) Statement I is false, but Statement II is true.
The primary goal of E-Inclusion is not just about the affordability of the latest technology, but about ensuring that all individuals have meaningful and equitable access to information and communication technologies. This includes people with disabilities, those from disadvantaged socioeconomic backgrounds, and individuals in remote locations. E-Inclusion focuses on removing physical, cognitive, and social barriers to using ICT, promoting social justice and ensuring everyone can benefit from digital society. Therefore, the second statement is correct while the first is too narrow.

220. (A) Instructional design is the practical application of learning theories.
Instructional design is widely considered to be the practical and systematic application of learning theories to the creation of effective educational experiences. Theories of learning provide the psychological and pedagogical foundation, while instructional design uses these principles to make informed decisions about goals, strategies, materials, and assessments. For example, a designer following constructivist theory will create activities that promote active discovery and collaboration. Understanding this relationship is essential for developing instruction that is theoretically sound and successful in achieving outcomes.

221. (B) ASSURE model
The ASSURE model is an instructional framework that explicitly includes "Analyze Learners" and "State Objectives" as its first two steps. This model is designed to help teachers plan and deliver effective lessons that integrate media and technology in the classroom. By starting with a thorough analysis of the students' characteristics

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Jean Piaget's work emphasizes that learning is heavily influenced by a child's developmental stages and existing mental schemas. Consequently, an instructional designer following this cognitive theory would prioritize ensuring that educational materials and activities are age-appropriate. This ensures that the complexity of the instruction aligns with the learner's current cognitive capacity to process and organize new information.

266. (B) Learning is an active, social process of knowledge construction by the individual.
Constructivism posits that learning is an active and social process rather than a passive reception of facts. Individuals construct their own unique understanding and knowledge through their experiences and interactions with the environment and others. This perspective emphasizes that the learner is the central agent in creating meaning, often through collaboration and engagement in authentic, real-world tasks.

267. (B) The Zone of Proximal Development (ZPD)
Scaffolding is a pedagogical strategy where a more knowledgeable peer or teacher provides temporary support to help a learner master a task. This concept is directly linked to the Zone of Proximal Development. The ZPD represents the difference between what a learner can do alone and what they can achieve with guidance, making scaffolding essential for progress.

268. (A) Constructivism fosters collaborative learning and authentic tasks, while Behaviourism focuses on reinforcement and stimulus-response.
A Constructivist approach prioritizes collaborative environments and authentic tasks to facilitate the social construction of knowledge. This differs significantly from Behaviourism, which focuses on shaping observable behavior through external stimuli and systematic reinforcement. While Behaviourism relies on repetitive practice and immediate rewards, Constructivism encourages dialogue, shared understanding, and solving complex problems within real-world, meaningful contexts.

269. (C) Constructivism
Designing instruction around complex, real-world problems where students collaborate in teams and the teacher acts as a facilitator is a core application of Constructivism. This model encourages learners to take ownership of their learning and build understanding through social interaction. It emphasizes authentic tasks and inquiry-based activities over the direct transmission of information or simple stimulus-response drills.

270. (D) Opportunities for learners to reflect on their learning process and outcomes.
The Nine Elements of Constructivist Instructional Design advocate for learning environments that promote student ownership and authentic tasks. A key feature of such environments is providing opportunities for learners to reflect on their learning process and outcomes. This reflection allows students to internalize their experiences and integrate new knowledge, making assessment an integral, ongoing part of the entire learning journey.

271. (C) Viewing the instructional process as an integrated system of interacting components.
The Systems Approach views the instructional process as an integrated system comprised of interrelated and interacting components, such as learners, instructors, and materials. It moves away from ad hoc methods, instead advocating for a structured and holistic methodology. This ensures that all parts of the educational environment work together systematically through phases of analysis, design, development, implementation, and evaluation.

272. (B) Development
In the generic ADDIE model, the development phase is specifically dedicated to the actual production of learning materials and content. Following the analysis of learners and the design of objectives, designers create the instructional resources required for the course. This phase transforms the plans and strategies into tangible materials, such as modules, media, and assessments, ready for implementation.

273. (D) guide teachers in planning for the use of media and technology.
The ASSURE model is uniquely distinguished by its specific focus on guiding classroom teachers in planning for the effective use of media and technology. While other systems models are more generic, ASSURE provides a step-by-step

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like watching pre-recorded lectures or posting on forums are asynchronous activities, as they involve a time delay and do not require all participants to be present simultaneously.

229. (A) Both A and R are true and R is the correct explanation of A.
Educational technology is indeed a broader field than instructional technology because it encompasses all aspects of technology in education, including administration, policy, and research. Instructional technology is a more focused subset specifically concerned with the systematic design and delivery of the teaching-learning process itself. Both the assertion and the reason are true, and the reason correctly explains the difference in scope between the two terms. Understanding this distinction helps clarify the various roles and applications of technology throughout education.

230. (B) Evaluate and Revise
The final step of the ASSURE model is "Evaluate and Revise," which involves a comprehensive assessment of the entire instructional process. This stage requires the teacher to evaluate whether the students achieved the stated learning objectives and to assess the effectiveness of the media and materials used during the lesson. Based on this feedback, the instructor reflects on their own performance and makes necessary revisions for future lessons. This final phase is essential for ensuring that instructional strategies are continuously improved.

231. (A) Facilitate the creation, delivery, and scoring of tests.
The primary purpose of an online assessment tool is to provide a digital platform that facilitates the entire lifecycle of a test. This includes the creation of various question types, the secure delivery of the exam to students, and the automated scoring of objective questions. These tools help educators save time and provide immediate feedback to learners, making the evaluation process more efficient and data-driven. Online assessment tools also offer sophisticated reporting features that help instructors track student mastery.

232. (B) (b) and (c) only
E-learning is a versatile educational approach characterized by several key features. It can be delivered either synchronously in real-time or asynchronously with a time delay, offering flexibility to learners. Furthermore, e-learning can take various forms, such as blended learning which combines physical and online sessions, or mobile learning which uses portable devices. However, it is incorrect to say it is always delivered online, as offline e-learning is also possible. Additionally, e-learning is used across all education systems rather than only formal ones.

233. (A) Specifying objectives, assessments, and creating a blueprint.
The design phase of the ADDIE model is where the foundation for the instruction is laid out. During this stage, designers focus on specifying the clear learning objectives, developing the corresponding assessment instruments, and creating a detailed blueprint or storyboard for the instruction. This phase is concerned with the logical structure and pedagogical strategy of the course rather than the actual production of materials. The design serves as a roadmap that guides the subsequent development phase, ensuring all components are aligned.

234. (A) Asynchronous, text-based conversations among learners.
In the context of social learning, a discussion forum is a powerful tool that primarily supports asynchronous, text-based conversations among learners. This mode of communication allows students to post questions, share insights, and respond to their peers at their own convenience, providing time for deeper reflection and more thoughtful contributions. Forums help build a collaborative learning community and provide a structured space for ongoing dialogue outside of live sessions. This asynchronous nature is particularly beneficial for accommodating diverse learner schedules.

235. (A) Is the course content accurate and up-to-date?
The "Information Quality" dimension of the D&M IS Success Model is specifically concerned with the characteristics of the content and information provided by the system. In an e-learning context, this involves evaluating whether the course materials are accurate, up-to-date, relevant, and easy to understand for the

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behaviourism supports drills with feedback, constructivism supports project-based learning, and Ausubel's cognitive theory supports the use of advance organizers to help students structure and integrate new information into their existing cognitive frameworks.

208. (C) Net Benefits
In the D&M IS Success Model, "Net Benefits" is the ultimate measure of a system's success. It represents the overall impact and value that the information system has on its stakeholders, including individual users, workgroups, and the organization. While dimensions like user satisfaction and system quality are important, net benefits look at whether the system has truly achieved its intended purposes, such as improved learning or increased efficiency. This final dimension determines the overall significance and worth of the information system.

209. (B) To facilitate access, data collection, analysis, and dissemination.
The primary purpose of using Information and Communication Technology in research is to provide a powerful set of tools that enhance and streamline the various stages of the scientific process. ICT facilitates rapid access to existing literature, enables efficient data collection through online methods, allows for complex statistical and qualitative analysis, and provides platforms for the global dissemination of findings. While technology increases the speed and scope of research, it is meant to support and empower researchers, not replace their thinking.

210. (A) P-3, Q-4, R-1, S-2
Standard abbreviations are commonly used in the field of educational technology to describe various concepts and tools. CAI stands for Computer-Assisted Instruction, which involves using software to deliver teaching directly. OER refers to Open Educational Resources, which are freely available teaching materials. MOOC stands for Massive Open Online Course, a model for large-scale online education. ICT stands for Information and Communication Technology, representing the broader field of integrated computing and telecommunications. Knowing these terms is essential for understanding modern educational practice.

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211. (A) Provide flexible access to resources and support peer collaboration.
In a non-formal educational setting, such as a community workshop, educational technology is most effective when used to provide flexible access to learning resources and to facilitate collaboration among participants. These environments often prioritize adult learning principles, where flexibility and social interaction are key. Technology can support these goals through tools like shared online documents, discussion forums, or accessible digital libraries. This approach respects the learners' autonomy and provides a supportive space for them to learn with and from each other.

212. (C) Review
The ADDIE model is a systematic instructional design framework consisting of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. Each phase serves a distinct purpose in the creation of an effective learning program. "Review" is not a formal, standalone phase in this specific model, although activities such as peer review or formative evaluation occur within the existing phases. Following this structured process ensures that the resulting instruction is well-planned, well-built, and thoroughly assessed for quality and impact on students.

213. (C) (a) and (d) only
E-learners are expected to uphold high standards of academic integrity and ethical behavior. Submitting another student's work as one's own is a form of plagiarism and a serious case of academic misconduct. Sharing copyrighted course materials without permission is also an ethical and legal violation of intellectual property rights. Respectful participation in forums and proper citation of sources, on the other hand, are examples of positive conduct. Therefore, only the actions involving plagiarism and unauthorized distribution of content represent ethical misconduct.

214. (C) Authentic and formative assessment
The concept of an e-portfolio primarily supports authentic and formative assessment because it focuses on documenting a student's learning journey and progress over time. By collecting diverse artifacts of their work and including

students to demonstrate their understanding by performing a task or answering questions related to the new skills. This practice allows students to confirm their own learning and provides the teacher with the opportunity to see if concepts have been internalized. This event is a crucial bridge to final assessment.

243. (A) (a), (b), and (c) only
Major learning theories provide distinct perspectives on the educational process. Behaviourism focuses on observable behaviors and the role of external stimuli and reinforcement. Cognitivism views the mind as an active information processor, similar to a computer. Constructivism posits that learners actively build their own knowledge based on experience. However, Skinner is a key proponent of behaviourism, not constructivism, and Piaget's work is central to cognitive development theory rather than behaviourism. Therefore, the last two statements in the list are incorrect.

244. (A) Synchronous Learning
Using video conferencing for a live tutorial session within an Open and Distance Learning program is a prime example of synchronous learning. This mode requires both the instructor and the students to be online at the same time for real-time interaction. It provides distance learners with the opportunity for immediate feedback, verbal discussion, and social presence, which can help reduce the feeling of isolation common in remote study. This synchronous interaction is an essential component for building a community.

245. (A) E-Inclusion
Ensuring that all students, including those with disabilities, have equal and equitable access to e-learning resources is a critical ethical issue that falls under the concept of e-Inclusion. This movement focuses on bridging the digital divide and removing physical, cognitive, and social barriers to using information technology. By implementing inclusive design principles and providing necessary assistive tools, institutions can fulfill their ethical and legal responsibilities to provide fair opportunities for everyone. E-Inclusion is a fundamental part of promoting modern social justice.

246. (A) Analysis, Design, Development
The ADDIE model follows a logical and systematic sequence of five phases for instructional design. The correct order for the first three phases is Analysis, Design, and and then Development. It starts with analyzing learner needs and instructional problems, followed by designing the blueprint and learning objectives. Finally, the actual materials and content are produced during the development phase. This sequential structure ensures that each stage is built on a solid foundation, leading to a more consistent and effective final instructional program.

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247. (A) Dynamic, user-generated content and social interaction.
The term Web 2.0 refers to a second phase of the internet's development, characterized by a shift from static websites to dynamic, interactive platforms. Its defining features include user-generated content, collaboration, sharing, and social interaction. Unlike the earlier "read-only" web, Web 2.0 allows individuals to easily create and distribute their own information and engage in community building through tools like blogs, wikis, and social networking sites. In education, these technologies have transformed learning by facilitating social constructivism and collaborative knowledge creation.

248. (A) To serve as a digital archive for an institution's scholarly output.
The primary function of an online repository in the context of research is to serve as a specialized digital archive for an institution's scholarly and intellectual output. It provides a central and secure location for storing, managing, and disseminating research papers, theses, and other academic assets produced by faculty and students. By making this work publicly available through open access, repositories increase its visibility and impact while ensuring its long-term preservation. This application of technology is essential for showcasing contributions to global knowledge.

249. (A) Accessing content from a CD-ROM or USB drive.
Offline e-learning is an approach that allows students to access instructional materials without the need for a continuous internet connection. A common example of this is accessing content from local storage devices like CD-ROMs or

students. High information quality is essential for ensuring that the learning objectives are met and that the students receive value from the system. This dimension focuses on the information output of the system.

236. (C) Lev Vygotsky
The concept of scaffolding is most closely associated with the social development theory of Lev Vygotsky. Scaffolding refers to the temporary support provided by a teacher or a more knowledgeable peer to help a student perform a task that is within their Zone of Proximal Development. As the learner gains competence and confidence, the support is gradually removed, eventually allowing the student to complete the task independently. This approach emphasizes the essential role of social interaction and guided practice in cognitive growth.

237. (B) Subliminal learning
E-learning encompasses several recognized approaches designed to deliver education through technology. Synchronous learning happens in real-time, blended learning combines online and physical sessions, and mobile learning uses portable devices. "Subliminal learning," which supposedly involves acquiring knowledge through stimuli below the level of conscious awareness, is not a recognized or standard pedagogical approach within the field of e-learning or educational technology. Instructional design focuses on conscious engagement, active construction of knowledge, and systematic interaction between the learner and content.

238. (C) Statement I is true, but Statement II is false.
Information and Communication Technology plays a vital role in institutional administration by automating repetitive and time-consuming tasks such as student enrollment, record-keeping, and fee collection. This significantly improves the efficiency and accuracy of organizational management. However, the second statement is false because providing e-learning content is the primary function of ICT for instruction, not administration. While both are important parts of the overall educational system, they serve different goals within the institution, with administration focusing on operational aspects.

239. (A) Medium (digital vs. physical)
The primary and most fundamental difference between an e-portfolio and a traditional portfolio is the medium used to store and present the work. While a traditional portfolio is a physical collection of paper-based artifacts, an e-portfolio is entirely digital. This digital format allows for several advantages, such as the inclusion of multimedia elements like video and audio, easier sharing and distribution, and better organization through hyperlinking. Despite the change in medium, both portfolios serve the same core purpose of documentation.

240. (A) A well-structured lecture with multimedia aids.
For a large group in a formal educational setting where direct interaction between the instructor and all students is limited, a well-structured lecture with multimedia aids is the most appropriate strategy. This method allows a single subject matter expert to deliver standardized curriculum content to a wide audience efficiently. By incorporating multimedia elements like slides, videos, and diagrams, the instructor can clarify complex concepts and maintain student interest. While other strategies are valuable, they are more difficult to manage with very large groups.

241. (A) To make the materials freely available for everyone to use.
The main idea behind Open Educational Resources is to make high-quality teaching, learning, and research materials freely available for everyone to use, adapt, and redistribute. By using open licenses, such as Creative Commons, creators can ensure that their work remains accessible without cost or legal barriers. The goal of the OER movement is to democratize education, reduce the financial burden on students, and promote the shared exchange of knowledge globally. This approach supports lifelong learning and encourages collaborative improvement.

242. (A) Ask learners to demonstrate understanding of new skills.
In Gagne's Nine Events of Instruction, "Elicit Performance" is the sixth event, designed to reinforce learning through active participation. Once the content has been presented and guidance provided, the instructor asks the

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The application of technology varies significantly based on the educational setting. In formal systems, it typically supplements traditional instruction through structured tools managed by institutions. Conversely, in informal education, technology use is primarily learner-driven and self-directed. Individuals utilize apps, podcasts, and online forums to pursue personal interests and specific needs outside of a formal, curriculum-based environment.

258. (A) A student with a visual impairment using a screen reader to access digital textbooks.
Inclusive education relies on assistive technologies to provide equitable access for students with diverse needs. A screen reader for a visually impaired student exemplifies this application by creating a flexible learning environment. These tools accommodate physical or sensory disabilities, allowing students to engage with digital content that would otherwise be inaccessible, thereby promoting the democratization of education.

259. (C) cater to a variety of learning pathways, including structured, flexible, and personalized ones.
The versatility of technology allows it to support diverse learning pathways across different educational frameworks. By being adaptable to structured classroom settings, flexible distance programs, and personalized self-directed learning, technology serves as a powerful agent for educational democratization. It provides the necessary tools to accommodate various institutional requirements and individual learner needs, enhancing the overall educational landscape.

260. (A) Formal education
Interactive whiteboards and learning management systems used within a university setting characterize technology integration in formal education. These tools are typically employed to supplement traditional face-to-face instruction, aiming to enhance student engagement and standardize the delivery of the curriculum. Such applications are managed by the institution to support the structured learning objectives of a degree-granting program.

261. (D) Skinner's Behaviourist Theory
Designing instruction by breaking skills into small, sequential steps followed by immediate reinforcement is a hallmark of the Behaviourist perspective. This approach, championed by B.F. Skinner, views learning as an observable change in behaviour resulting from stimulus-response associations. It utilizes drill-and-practice and programmed instruction to shape and reinforce correct responses through systematic feedback and rewards.

262. (B) The internal mental processes of information acquisition and organization.
Cognitive theories of instructional design prioritize the internal mental processes involved in acquiring, processing, and organizing information. Rather than focusing solely on observable behaviour, these models examine how the mind works. They advocate for strategies like problem-solving and concept mapping to help learners actively construct mental schemas and connect new information to their existing cognitive structures.

263. (C) David Ausubel
David Ausubel proposed the use of advance organizers as a key strategy for achieving meaningful learning. These tools are designed to bridge the gap between a student's current knowledge and the new material they are about to learn. By organizing instruction hierarchically and providing these conceptual bridges, educators help learners integrate new information into their existing cognitive structures.

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264. (D) A simulation where learners explore a virtual environment to solve a complex problem without direct guidance.
Behaviourist instructional design relies on highly structured environments with immediate feedback and reinforcement to shape correct responses. A simulation that encourages open exploration without direct guidance or specific reinforcement for correct steps is inconsistent with these principles. Such discovery-based approaches align more closely with constructivist theories, which emphasize individual exploration over the systematic reinforcement of pre-defined stimulus-response patterns.

265. (A) Ensuring the instruction aligns with the learner's cognitive developmental stage.

and learning styles, and then defining clear and measurable goals, educators can ensure that their instructional strategies and materials are well-suited to the needs of their specific classroom audience, leading to success.

222. (A) An online repository is a digital platform used primarily for:
An online repository is a specialized digital platform used by institutions to store, manage, and disseminate their scholarly and intellectual output. This includes research papers, theses, dissertations, and faculty publications. By providing a central archive, repositories increase the visibility and accessibility of an institution's work to the global academic community. They also play a vital role in the long-term preservation of research findings. Repositories are key components of the open-access movement, supporting the shared exchange of knowledge and scientific integrity.

223. (C) Text-to-speech software
Assistive technology includes any device or software designed to help individuals with disabilities perform tasks and overcome barriers to learning. Text-to-speech software is a classic example, as it converts digital text into audio, enabling students with visual impairments or reading difficulties to access information. While tools like video conferencing or survey platforms are used in e-learning, they are general instructional tools rather than technologies specifically categorized as assistive. Assistive tools provide alternative means of access and expression, promoting inclusivity.

224. (A) Engage
In the 5E constructivist model, the "Engage" phase is the first stage where the teacher seeks to capture the students' interest and focus their attention on the new topic. A surprising science demonstration is a perfect strategy for this phase, as it piques curiosity and encourages students to ask questions. This mental engagement is essential for preparing the learners to explore the concept further. This phase also allows the teacher to identify the students' prior knowledge and any existing misconceptions.

225. (A) (a), (b), (c), and (d) only
Instructional design models provide different but complementary frameworks for creating effective learning experiences. The ADDIE model is a general and flexible process for any instructional project. The ASSURE model is tailored for classroom teachers integrating media. The Dick and Carey model offers a detailed systems-approach view of the entire instructional process. Gagne's Nine Events provide a micro-level guide for sequencing a single lesson. These models are not mutually exclusive; they can be used together or at different levels to ensure instruction is well-planned.

226. (B) Extent to which a user feels the system meets their needs.
In the D&M IS Success Model, "User Satisfaction" measures the extent to which an individual feels that the information system meets their personal and professional needs. It is a subjective evaluation of the user's experience, capturing their emotional and cognitive response to the system's performance and quality. High user satisfaction is a key indicator of overall success, as it is directly linked to increased system use and the realization of final benefits. In e-learning, satisfied students achieve better outcomes.

227. (A) Using student data for research without their informed consent.
A critical ethical issue for every e-teacher involved in research is the responsible use of student data. Using personal information, grades, or communication from students for a research project without obtaining their informed consent is a serious violation of ethical standards and privacy rights. Instructors must be transparent about how data is collected and used, and they must protect the confidentiality of their participants. Adhering to these principles is essential for maintaining trust and upholding integrity in digital learning environments.

228. (A) A live webinar with a Q&A session.
A live webinar with a Q&A session is a classic example of synchronous e-learning because it requires all participants to be online at the same time and allows for real-time interaction. This mode of delivery provides immediate feedback and enables direct dialogue between the instructor and the students, mimicking a traditional classroom setting. Other options

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framework that includes analyzing learners and selecting specific materials. It emphasizes active learner participation and the systematic integration of digital resources into daily instruction.

274. (A) the alignment between objectives, instruction, and assessment.
The Dick and Carey Model is a detailed systems framework that emphasizes the strong alignment between instructional goals, teaching strategies, and assessment measures. It begins with identifying specific learning goals and proceeds through a rigorous analysis of instruction and learners. This ensures that every component of the instructional package is synchronized to achieve the desired learning outcomes efficiently and effectively.

275. (C) Analysis
Determining learning needs, prior knowledge, and the characteristics of the target audience is the primary goal of the analysis phase in the ADDIE model. This foundational step ensures that the subsequent design and development are tailored to the specific context and learners. By understanding the audience first, instructional designers can create more relevant and effective learning experiences for their students.

276. (A) Gaining attention
Gaining attention is the first of Gagne's Nine Events of Instruction and is crucial for preparing the learner to receive new information. By using a thought-provoking question or a surprising video, instructors trigger a learner's interest and focus. This event supports the internal mental process of reception, ensuring that students are mentally engaged before the formal instruction begins.

277. (D) Gagne's model is more procedural and prescriptive, while the 5E model emphasizes inquiry and knowledge construction.
Gagne's model is prescriptive and procedural, offering a teacher-directed sequence of steps designed to support internal information processing. In contrast, the 5E model is rooted in constructivist principles and emphasizes learner-centric inquiry and knowledge construction. While Gagne focuses on structured events to guide the learner, the 5E framework encourages students to explore, investigate, and articulate their own understanding.

278. (B) Explore
During the Explore phase of the 5E model, students engage in hands-on activities to investigate concepts directly. This phase provides a common experience for all learners to collect data and make observations without direct instruction from the teacher. It allows students to encounter the material firsthand, laying the foundation for later explanations where formal concepts and vocabulary are introduced.

279. (C) Stimulating recall of prior learning
Stimulating recall of prior learning is an event in Gagne's framework that helps students connect new information to existing knowledge. By helping learners link a new mathematical formula to a previously understood algebraic concept, the instructor facilitates the retrieval of relevant information from long-term memory. This process makes the new learning more meaningful and easier to integrate into mental schemas.

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280. (D) In the 5E model, the teacher introduces formal concepts after students have explored the topic.
A major difference in the teacher's role is the timing and method of content delivery. In the 5E model, the teacher acts as a facilitator who introduces formal concepts and vocabulary only after students have had the opportunity to explore the topic. This contrasts with more teacher-directed models like Gagne's, where the instructor typically presents the stimulus and content earlier.

281. (A) Blended learning
Blended learning is a hybrid approach that strategically combines traditional face-to-face classroom instruction with online learning activities. A course requiring physical attendance for lectures while utilizing online quizzes and discussion forums perfectly exemplifies this model. It leverages the benefits of in-person interaction alongside the flexibility and technological advantages of digital platforms to enhance the overall educational experience for university students.

44. A leadership style that involves leaders clarifying followers' roles and task requirements and providing rewards for performance is known as:
(A) Transformational Leadership
(B) Transactional Leadership
(C) Charismatic Leadership
(D) Value-based Leadership

45. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Fiedler Contingency Model proposes that effective group performance depends upon the proper match between the leader's style and the degree to which the situation gives control to the leader.
Reason (R): Fiedler believed that an individual's basic leadership style is highly flexible and can be easily changed to fit different situations.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

46. What does 'B' in the POSDCORB acronym stand for?
(A) Balancing
(B) Benchmarking
(C) Bureaucracy
(D) Budgeting

47. When a university evaluates its programs against those of a top-ranked institution to identify areas for improvement, it is engaging in a process most closely related to:
(A) Benchmarking, a component of TQM
(B) SWOT analysis
(C) Institutional building
(D) Cost-Effective Analysis

48. Given below are two statements:
Statement I: Cost-Effective Analysis (CEA) is used when benefits cannot be easily quantified in monetary terms.
Statement II: Cost-Benefit Analysis (CBA) compares projects where both costs and benefits are expressed in monetary units.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

49. Which of the following is the most appropriate description of a 'charismatic' leader?
(A) A leader who focuses meticulously on rules, procedures, and efficiency.
(B) A leader who inspires through a compelling vision and strong communication.
(C) A leader who bases all decisions on a thorough analysis of quantitative data.
(D) A leader who delegates most decisions to subordinates and avoids control.

50. Consider the following functions and roles of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE):
1. To collect and disseminate information on current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education.
2. To provide direct accreditation to individual universities worldwide.
3. To undertake or commission research into the practice of quality assurance in higher education.
4. To provide advice and expertise to assist the development of new quality assurance agencies.
5. To directly regulate the tuition fees of member institutions.

Which of the above statement(s) is/are correct?
(A) 1, 3, and 4
(B) 2, 3, and 5
(C) 1, 3, and 4
(D) 2, 4, and 5

51. The costs associated with product failures discovered after delivery to the customer, such as warranty charges and complaint handling, are known as:
(A) Appraisal Costs
(B) Preventable Costs
(C) External Failure Costs
(D) Internal Failure Costs

52. In Fiedler's Contingency Model, which of the following is NOT a situational variable that determines 'situational favorableness'?
(A) Leader-member relations
(B) Task structure

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adapted, while MOOCs provide structured courses to a global audience without traditional enrollment barriers. Together, they work toward democratizing education and ensuring that knowledge is available to everyone.

291. (C) To ensure equitable participation for all individuals, including disadvantaged groups.
The primary goal of E-Inclusion is to ensure that all individuals, particularly those from disadvantaged or marginalized groups, can participate fully in the digital society and e-learning. This involves removing barriers to access and engagement through the strategic use of technology. By promoting digital equity, E-Inclusion helps provide everyone with the tools and opportunities needed to succeed in modern education.

292. (A) Information Quality
According to the DeLone and McLean Information Systems Success Model, the accuracy, timeliness, and relevance of course content are assessed under the dimension of Information Quality. This dimension focuses specifically on the quality of the outputs and information produced by the e-learning system. Ensuring high-quality content is essential for satisfying users and achieving the intended learning benefits from the system.

293. (D) Assistive Technology.
Screen-reading software is a form of Assistive Technology designed to increase or improve the functional capabilities of individuals with disabilities. For a visually impaired student, this technology is essential for accessing and navigating online course content. By converting text to speech, it facilitates engagement with digital materials that would otherwise be inaccessible, directly supporting the broader goals of E-Inclusion.

294. (B) Information Quality, System Quality, and Service Quality.
In the DeLone and McLean Information Systems Success Model, User Satisfaction and the intention to use a system are directly influenced by Information Quality, System Quality, and Service Quality. These three dimensions represent the quality of the content, the technical platform, and the user support, respectively. Together, they form the foundation for determining the overall success and effectiveness of an e-learning system.

295. (C) Service Quality
Providing a 24/7 technical support hotline focuses on improving the Service Quality dimension of the DeLone and McLean Information Systems Success Model. Service Quality measures the support provided to users by the information system department or service provider. High-quality support ensures that users can overcome technical difficulties quickly, which increases their overall satisfaction and their continued intention to use the e-learning platform.

296. (D) They provide an authentic, longitudinal measure of a student's progress and skills.
A primary advantage of e-portfolios is their ability to provide an authentic and longitudinal measure of a student's progress and skills over time. Unlike single-point examinations, e-portfolios include diverse multimedia submissions, blog entries, and reflections. This digital collection offers a richer, more comprehensive view of a learner's achievements and growth, making it a valuable tool for modern educational evaluation.

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297. (A) Granting instant access to vast collections of academic literature.
Online repositories and libraries provide researchers with instant access to vast collections of academic journals, papers, and primary sources. This digital access dramatically accelerates the literature review process, which is a critical phase of educational research. By making a global wealth of information available through a single interface, these ICT tools enhance the speed and depth of academic inquiry and scholarship.

298. (B) student evaluation.
Using an online test generator to create and automatically grade quizzes is an application of ICT in student evaluation. These tools allow for the efficient administration of both formative and summative assessments. By providing immediate feedback and automating the grading process, technology enhances the assessment experience for both instructors and students, moving evaluation beyond traditional, paper-based methods in the educational system.

299. (B) managing student records and registration.

In educational administration, ICT tools are primarily used to streamline organizational tasks such as student registration and records management. These systems facilitate the efficient storage, retrieval, and communication of administrative data. By automating these processes, institutions can improve their operational efficiency, reduce errors, and provide better services to students and staff within the broader educational ecosystem managed by the administration.

300. (A) ICT enhances efficiency and provides richer data across evaluation, research, and administration.

The overarching role of ICT in education is to enhance efficiency and provide richer, more diverse data across the domains of evaluation, research, and administration. By integrating digital tools into these areas, the educational ecosystem becomes more streamlined and accessible. ICT facilitates better access to information, enables more authentic assessment methods, and improves the overall management of educational institutions and research processes.

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CHAPTER 09

Educational Management, Administration and Leadership

1. Which of the following best defines Educational Management?
(A) The tactical process of controlling the financial resources and budgets of an institution.
(B) The coordination of human and material resources to achieve specific educational goals.
(C) The administration of rigid rules and standardized regulations for staff and students.
(D) The academic practice of developing curricula and conducting institutional assessments.

2. Which of the following is NOT considered a core function of Educational Administration?
(A) Marketing
(B) Planning
(C) Organizing
(D) Directing

3. Given below are two statements:
Statement I: The Human Relations Approach to administration emphasizes the informal social groups and the psychological needs of individuals within an organization.
Statement II: Taylorism, or Scientific Management, focuses on optimizing efficiency through task specialization and scientific analysis of work processes.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

4. A school principal analyzes the school's internal strengths and weaknesses, as well as external opportunities and threats, to formulate a strategic plan. This process is an application of:
(A) PERT Analysis
(B) Cost-Benefit Analysis
(C) POSDCORB Framework
(D) SWOT Analysis

5. Which of the following is an INCORRECT statement regarding 'Administration as a bureaucracy'?
(A) It is characterized by a clear hierarchical structure and division of labor.
(B) It operates based on a system of formal rules and procedures.
(C) It promotes personalized decision-making based on individual relationships.
(D) It emphasizes impersonality in the application of rules to all members.

6. In the context of leadership, which approach focuses on the leader's ability to inspire and motivate followers to exceed their own self-interests for the good of the organization?
(A) Transactional Leadership focusing on exchanges for performance.
(B) Transformational Leadership focused on shared vision and growth.
(C) Trait Leadership based on the inherent personality of the leader.
(D) Psychodynamic Leadership centered on the subconscious of the leader.

7. What is the likely effect when a school's 'organisational climate' is perceived as supportive and collaborative?
(A) Notable increases in teacher absenteeism and lower student morale.
(B) Rigid institutional adherence to rules with limited room for innovation.
(C) A measurable decrease in consistency regarding parent communication.
(D) Improvement in teacher job satisfaction and student engagement levels.

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282. (B) The need for all participants to interact in real-time.
The primary distinction between synchronous and asynchronous e-learning is the timing of interaction among participants. Synchronous learning requires all students and instructors to be present and interacting in real-time, such as in a live webinar. Asynchronous learning offers more flexibility, allowing individuals to access content and participate in discussions at their own pace without needing others present simultaneously.

283. (B) Offline e-learning
Offline e-learning occurs when learners access digital educational content without an active internet connection. Using a CD-ROM or a local hard drive to complete a Computer-Based Training module is a classic example. This approach is useful in environments with limited connectivity, allowing students to engage with interactive multimedia content through their personal devices while being completely disconnected from online networks.

284. (A) portable devices for anytime, anywhere access.
Mobile learning, or m-learning, is a specific form of e-learning defined by the use of portable devices like smartphones and tablets. Its key advantage is enabling learning to occur anytime and anywhere, transcending the boundaries of fixed locations. This portability supports just-in-time learning and allows users to access educational resources seamlessly during their daily activities across various contexts.

285. (C) A discussion forum
A discussion forum is highly suited for an asynchronous learning environment because it does not require participants to be online at the same time. Students can post their thoughts, reply to peers, and review materials at their own convenience. This tool supports reflective dialogue and collaborative knowledge construction over an extended period, providing flexibility for learners with varying schedules.

286. (D) They support user-generated content and collaboration.
Web 2.0 tools are defined by their ability to support user-generated content and active collaboration. In a social learning context, these tools allow participants to interact, share ideas, and co-construct knowledge rather than simply consuming static information. Examples like blogs and wikis empower learners to become creators and contributors, fostering a more dynamic and interactive educational environment through digital social interaction.

287. (C) permit the free use, adaptation, and redistribution of materials.
The primary purpose of a Creative Commons license is to provide a standardized way for creators to grant permission for the free use, adaptation, and redistribution of their work. In education, these licenses are essential for Open Education Resources. They remove legal barriers, allowing materials to be shared and modified freely, which promotes equitable access to knowledge globally.

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288. (B) A large-scale, open-access course available to a global audience online.
A Massive Open Online Course is a large-scale, open-access educational program delivered via the web to a global audience. These courses typically combine video lectures, automated assessments, and peer interaction tools. By offering learning opportunities to anyone with an internet connection, MOOCs embody the principles of open access and social learning, making high-quality education more widely available.

289. (D) Social learning
Using a class blog for reflections and peer comments is a direct application of social learning within a digital environment. This trend focuses on learning through social interaction and observation. By engaging in peer review and dialogue on a shared platform, students use Web 2.0 tools to co-construct meaning and benefit from the diverse perspectives and feedback of their classmates.

290. (A) promoting open access to educational opportunities and content.
Open Education Resources and Massive Open Online Courses are both driven by the principle of promoting open access to educational opportunities and content. OERs provide materials that can be freely used and

(B) The personality types and emotional responses of leaders and followers.
(C) The values and ethics that guide a leader's actions.
(D) The exchange process between leaders and followers.

17. The first stage in the evolution of quality, which focused on detecting defects after a product or service was created, is known as:
(A) Quality Control
(B) Inspection
(C) Quality Assurance
(D) Total Quality Management

18. Which of the following is NOT a characteristic of Taylorism (Scientific Management)?
(A) Emphasis on worker autonomy and empowerment.
(B) Scientific study of each element of a job.
(C) Scientific selection and training of workers.
(D) Division of work and responsibility between management and workers.

19. Given below are two statements:
Statement I: The Leader-Member Exchange (LMX) Theory suggests that leaders develop different kinds of relationships with different subordinates.
Statement II: According to LMX theory, all subordinates are treated uniformly by the leader and belong to a single "out-group".
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

20. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Organisational development (OD) is a planned, long-range effort to improve an organization's problem-solving and renewal processes.
Reason (R): OD exclusively focuses on structural changes within the organization, such as redesigning departments, and ignores human processes.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

21. Which quality guru is credited with developing the concept of the PDCA (Plan-Do-Check-Act) cycle for continuous improvement?
(A) Walter Shewhart
(B) C.K. Prahalad
(C) Edward Deming
(D) Philip Crosby

22. What does 'Refreezing', the third step in Kurt Lewin's Three-Step Model of Change, involve?
(A) Creating motivation and psychological readiness for the needed change.
(B) Stabilizing the change and integrating it into the institutional culture.
(C) Implementing the actual change and moving the staff to a new state.
(D) Identifying the specific internal forces that are driving need for change.

23. 'Poka-yoke' is a Japanese model of change that focuses on:
(A) Reducing the total inventory to a bare minimum.
(B) Implementing continuous and incremental improvement.
(C) Empowering staff to stop production or service lines.
(D) Error-proofing processes to prevent defects or failures.

24. The Hersey and Blanchard Model of leadership suggests that the appropriate leadership style depends on the:
(A) Follower's readiness or maturity level.
(B) Leader's position in the hierarchy.
(C) Favorableness of the situation.
(D) Cultural context of the organization.

25. Consider the following statements describing a Transformational Leader:
1. Focuses on supervision, organization, and group performance.
2. Uses a system of rewards and punishments.
3. Inspires followers with a shared vision of the future.
4. Encourages creativity and individual consideration.

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8. The concept of 'Organisational compliance' primarily refers to:
(A) Adherence to external laws, regulations, and internal policy standards.
(B) The capacity for employees to engage in creative and technical innovation.
(C) The development of a strong and unique institutional culture and identity.
(D) The structural flexibility of an organization to adapt to market changes.

9. Which leadership model is represented by a two-dimensional grid with 'Concern for People' on one axis and 'Concern for Production' on the other?
(A) Fiedler's Contingency Model
(B) Tri-dimensional Model
(C) Blake and Mouton's Grid
(D) Hersey and Blanchard's Model

10. Match List I with List II regarding the elements of POSDCORB.
List I: (Element)
P. Planning
Q. Organizing
R. Staffing
S. Coordinating
List II: (Description)
1. The inter-relating of the various parts of the work.
2. The whole personnel function of bringing in and training the staff.
3. Working out in broad outline the things that need to be done.
4. The establishment of the formal structure of authority.
(A) P-3, Q-4, R-2, S-1
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

11. What is the central idea of the 'Human Relations Approach to Administration'?
(A) Efficiency is maximized by simplifying tasks and providing financial incentives.
(B) Authority and control should be centralized at the top of the hierarchy.
(C) A strict bureaucratic structure is essential for organizational success.
(D) Social and psychological factors significantly influence worker productivity.

12. Which of the following identifies an INCORRECT pair?
(A) Trait Approach - Focuses on inherent qualities of leaders.
(B) Transformational Leadership - Aims to maintain the status quo.
(C) Transactional Leadership - Involves exchange of rewards for compliance.
(D) Charismatic Leadership - Relies on the leader's personal charm and appeal.

13. The process of consciously and systematically structuring the activities of people as they act to accomplish a desired outcome is best described as:
(A) Institutional Building
(B) Organisational Development
(C) Administration as a process
(D) Management as a system

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14. A university is planning to launch a new research center. The administration identifies all necessary tasks, estimates the time for each, and arranges them in a sequence to determine the minimum time to completion. Which management tool is being used?
(A) SWOT Analysis
(B) Six Sigma
(C) Just-in-Time (JIT)
(D) Critical Path Method (CPM)

15. Consider the following statements about 'Management as a system':
1. It views the organization as an isolated entity, unaffected by its environment.
2. It consists of interrelated parts (subsystems) working together to achieve a goal.
3. It involves inputs, a transformation process, and outputs.
4. The concept of feedback is crucial for system self-regulation and adjustment.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 2, 3 and 4 only
(C) 1, 3 and 4 only
(D) 1 and 4 only

16. What is the primary focus of the psychodynamic approach to leadership?
(A) The personality and learned capabilities of leaders.

35. Match List I (Leadership Model/Theory) with List II (Key Concept).
List I:
P. Fiedler's Contingency Model
Q. Hersey and Blanchard's Model
R. Leader-Member Exchange Theory
S. Blake and Mouton's Managerial Grid
List II:
1. In-groups and Out-groups
2. Readiness of followers
3. Concern for Production and People
4. Situational favorableness (LPC)
(A) P-1, Q-3, R-2, S-4
(B) P-4, Q-2, R-1, S-3
(C) P-2, Q-4, R-3, S-1
(D) P-4, Q-1, R-2, S-3

36. Given below are two statements:
Statement I: Quality Control is a proactive process aimed at preventing defects by focusing on the process.
Statement II: Quality Assurance is a reactive process that focuses on detecting defects in the final product.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

37. What is the core principle of a 'Just-in-Time' (JIT) system?
(A) Maintaining massive stockpiles of raw materials to avoid potential shortages.
(B) Focusing on mistake-proofing every manual step of the production process.
(C) Delivering materials and goods exactly when they are required for production.
(D) Analyzing the quantitative costs and benefits of every major business decision.

38. The term 'Six Sigma' refers to a quality management methodology that aims to:
(A) Implement six new and unique quality initiatives every academic year.
(B) Reduce process variation to no more than 3.4 defects per million opportunities.
(C) Hire six quality inspectors for every one hundred permanent employees.
(D) Complete all institutional projects within a strict six-month timeframe.

39. The 'cultural approach' to leadership emphasizes the leader's role in:
(A) Utilizing rewards and punishments to manage the behaviors of followers.
(B) Possessing specific inherent personality traits that ensure effectiveness.
(C) Analyzing the economic environment to make high-level strategic decisions.
(D) Understanding and shaping the organization's values, norms, and beliefs.

40. Consider the following statements regarding the principles of Educational Management:
1. It should be democratic and participatory.
2. It must be rigid and inflexible to ensure consistency.
3. It should be centered on achieving predefined educational objectives.
4. It should prioritize administrative convenience over student welfare.
Which of the above statement(s) is/are correct?
(A) 1 and 3 only
(B) 2 and 4 only
(C) 1, 2, and 3
(D) 2 and 3 only

41. In Cost-Benefit Analysis (CBA), both costs and benefits are primarily measured in:
(A) Non-monetary units like 'satisfaction'.
(B) Ratios and percentages.
(C) Monetary terms.
(D) Units of time saved.

42. Which quality guru is considered the "father of statistical quality control" and introduced the use of control charts?
(A) Walter Shewhart
(B) Edward Deming
(C) C.K. Prahalad
(D) Kaoru Ishikawa

43. Which of the following is NOT a function of the Quality Council of India (QCI)?
(A) To establish and operate a national accreditation structure.
(B) To represent India in international forums on quality and accreditation.
(C) To promote the use of quality standards across various sectors.
(D) To provide direct infrastructure funding to universities and colleges.

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5. Operates within the existing organizational culture.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 5
(B) 3 and 4 only
(C) 1, 3, and 4
(D) 2 and 5 only

26. Which of the following best describes 'Cost of Quality'?
(A) The total cost incurred to ensure a product or service meets quality standards, including costs of poor quality.
(B) The total amount spent on the quality assurance department.
(C) The price premium a customer is willing to pay for a high-quality product.
(D) The initial investment required to set up a Total Quality Management system.

27. The Tri-dimensional Leadership Model adds which dimension to the task and relationship behaviors?
(A) Time
(B) Cost
(C) Culture
(D) Effectiveness

28. Which of the following is an example of an 'Appraisal Cost' in the context of Cost of Quality?
(A) Cost of reworking defective products.
(B) Cost of inspecting and testing products.
(C) Cost of employee training on quality methods.
(D) Cost of warranty claims and customer complaints.

29. Which leadership approach suggests that leaders are born with certain innate qualities that make them effective?
(A) Behavioral Approach
(B) Situational Approach
(C) Trait Approach
(D) Transformational Approach

30. Arrange the following stages of the evolution of quality in chronological order:
1. Quality Control
2. Total Quality Management (TQM)
3. Inspection
4. Quality Assurance

Which of the following is the correct sequence?
(A) 3, 1, 4, 2
(B) 1, 3, 4, 2
(C) 3, 4, 1, 2
(D) 4, 1, 3, 2

31. Which of the following is a primary objective of the National Assessment and Accreditation Council (NAAC) in India?
(A) To evaluate and accredit higher education institutions based on set parameters.
(B) To conduct standardized entrance examinations for all major academic institutions.
(C) To disburse financial funds and research grants to universities and colleges.
(D) To regulate the tuition fee structures of private and autonomous universities.

32. 'Institutional building' refers to:
(A) The physical design and construction of new academic buildings and facilities.
(B) Developing an institution's identity, culture, and capacity for sustainability.
(C) The legal process of registering a new educational trust or corporate society.
(D) The administrative tasks of admitting students and managing faculty hiring.

33. Which of the following identifies a CORRECT pair of a concept and its description?
(A) Value-based leadership - Effectiveness of the leader depends on the situation.
(B) Organisational Climate - The subjective perception of the internal work environment.
(C) PERT - A standardized tool used for analyzing an organization's internal attributes.
(D) Transactional leadership - Leader inspires the followers to transcend self-interest.

34. A university Vice-Chancellor decides to implement a new online student feedback system. According to Kurt Lewin's model, what is the first step the Vice-Chancellor should take?
(A) Unfreezing
(B) Moving
(C) Refreezing
(D) Restructuring

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(C) Position power
(D) Follower readiness

53. 'Administration as a bureaucracy' is a concept most famously detailed by:
(A) Elton Mayo
(B) Henri Fayol
(C) Max Weber
(D) Frederick Taylor

54. The main purpose of PERT (Program Evaluation and Review Technique) is to:
(A) Analyze the strengths, weaknesses, opportunities, and threats of a project.
(B) Manage the uncertain time estimates for activities in a complex project.
(C) Ensure mistake-proofing in a manufacturing process.
(D) Evaluate the financial viability of a project by comparing costs and benefits.

55. Which of the following is an INCORRECT statement about Total Quality Management (TQM)?
(A) It is a management philosophy that involves every employee in a continual effort to improve quality.
(B) Customer satisfaction is a central goal of TQM.
(C) It emphasizes process improvement and prevention of defects.
(D) It is primarily focused on the inspection of final products for defects.

56. The 'Need for Planned Change' in an organization arises from:
(A) A strategic response to internal problems or external shifts for improvement.
(B) A desire to maintain organizational traditions and resist external pressures.
(C) A mandate to reduce operational costs regardless of the educational outcomes.
(D) The personal preference of a newly appointed institutional administrator.

57. If the implementation of a successful TQM program in an organization leads to improved processes and reduced errors, what is the probable effect on the Cost of Quality?
(A) A significant increase in both failure costs and appraisal costs.
(B) A complete elimination of all preventable costs in the system.
(C) A decrease in failure costs and an eventual reduction in appraisal costs.
(D) A sharp rise in external failure costs after delivery to customers.

58. What does "Value-based leadership" primarily emphasize?
(A) The alignment of actions with a shared set of ethical and moral values.
(B) The leader's ability to negotiate and bargain effectively with followers.
(C) The leader's inherent charisma and exceptional personal magnetism.
(D) The leader's effectiveness across various specific situational contexts.

59. A school principal who is highly concerned with maintaining friendly relationships with teachers but has a low concern for achieving academic targets would be placed in which quadrant of Blake and Mouton's Managerial Grid?
(A) Impoverished Management (1,1)
(B) Authority-Compliance Management (9,1)
(C) Team Management (9,9)
(D) Country Club Management (1,9)

60. Match List I (Guru) with List II (Contribution).
List I:
P. Walter Shewhart
Q. Edward Deming
R. C.K. Pralhad
S. Kurt Lewin
List II:
1. Core Competence of the Corporation
2. Statistical Process Control (SPC) & Control Charts
3. 14 Points for Management & PDCA Cycle
4. Three-Step Model of Change
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-3, R-1, S-4
(C) P-3, Q-4, R-2, S-1
(D) P-2, Q-1, R-4, S-3

61. Which of the following is the best example of 'Organisational Development' in a university context?
(A) Constructing a new library building.
(B) Issuing a new set of rules for student discipline.

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(C) Collaborative efforts to improve institutional processes and adaptability.
(D) Firing underperforming staff members.

62. The 'Unfreezing' stage of planned change involves:
(A) Implementing new policies and procedures.
(B) Reinforcing the new behaviors and attitudes.
(C) Evaluating the success of the change initiative.
(D) Overcoming inertia and breaking down the existing organizational mindsets.

63. Which term best describes the subjective perceptions that employees share about their organization and work environment?
(A) Organisational Climate
(B) Organisational Compliance
(C) Organisational Development
(D) Organisational Structure

64. A manager is deciding between two programs to improve student literacy. Program A costs less but has a smaller impact. Program B costs more but achieves a significantly higher literacy rate. The analysis to decide which program gives more 'literacy points' per dollar spent is called:
(A) Cost-Benefit Analysis
(B) Cost-Effective Analysis
(C) SWOT Analysis
(D) PERT Analysis

65. Consider the following statements related to PERT and CPM:
1. CPM is used for projects where activity times are known and certain.
2. PERT is more suitable for projects with uncertain activity durations, like R&D.
3. Both PERT and CPM are network-based project management tools.
4. The 'critical path' in both models represents the shortest possible duration for the project.

Which of the above statement(s) is/are correct?
(A) 1 and 4 only
(B) 1, 2, and 3 only
(C) 2, 3, and 4 only
(D) 1, 2, 3, and 4

66. Which one of the following is a key initiative of the National Assessment and Accreditation Council (NAAC)?
(A) Developing Performance Indicators for assessing higher education institutions.
(B) Setting the standardized curriculum for all public universities in India.
(C) Conducting the National Eligibility Test (NET) for various academic posts.
(D) Providing scholarships to meritorious and underprivileged college students.

67. What is the role of a leader in the Leader-Member Exchange (LMX) Theory?
(A) To treat all followers identically to ensure fairness.
(B) To adapt their style based on the maturity of the followers.
(C) To develop specialized relationships with a specific 'in-group'.
(D) To focus entirely on task structure and position power.

68. The cost of scrap, rework, and re-testing are examples of:
(A) Appraisal Costs
(B) Prevention Costs
(C) External Failure Costs
(D) Internal Failure Costs

69. Given below are two statements:
Statement I: Administration as a process involves a set of interdependent functions like planning, organizing, and controlling.
Statement II: The POSDCORB model, which outlines administrative functions, was developed by Frederick Taylor.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

70. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): Total Quality Management (TQM) requires a cultural shift within an organization towards a continuous focus on quality by all members.
Reason (R): TQM's success depends on top management commitment and the empowerment of employees at all levels.
(A) Both A and R are true and R is the correct explanation of A.

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(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

71. In Hersey and Blanchard's model, which leadership style is recommended for followers who are unable but willing or confident?
(A) Telling (high task, low relationship)
(B) Participating (low task, high relationship)
(C) Delegating (low task, low relationship)
(D) Selling (high task, high relationship)

72. 'Management as a system' implies that:
(A) A manager's decisions in one department can have consequences for other departments.
(B) The organization is completely independent of its external environment.
(C) There is only one right way to manage an organization.
(D) Management is a purely linear and non-interactive process.

73. The primary difference between Quality Control (QC) and Quality Assurance (QA) is that:
(A) QC is process-oriented, while QA is product-oriented.
(B) QC is proactive, while QA is reactive.
(C) QA is a proactive system for prevention, while QC is reactive for detection.
(D) QA is done by inspectors, while QC is done by everyone in the organization.

74. Which of the following is NOT a core principle of educational administration?
(A) Autocratic decision making for efficiency.
(B) Democratic and participatory governance.
(C) Centrality of teaching-learning process.
(D) Flexibility and adaptability.

75. Consider the following approaches to leadership:
1. Trait
2. Transactional
3. Six Sigma
4. Cultural
5. Psychodynamic

Which of the above statement(s) is/are correct?
(A) 1, 2, 4, and 5
(B) 1, 2, 4, and 5
(C) 2, 3, and 5
(D) All of the above

76. The "Moving" or "Changing" stage in Kurt Lewin's model is characterized by:
(A) The development of a need for change.
(B) The learning of new ideas and behaviors.
(C) The stabilization of the change.
(D) The analysis of restraining forces.

77. Which of the following identifies an INCORRECT pair?
(A) Walter Shewhart - Control Charts
(B) Edward Deming - 14 Points for Management
(C) C.K. Prahalad - Just-in-Time
(D) Kurt Lewin - Unfreezing, Moving, Refreezing

78. What does 'P' in PERT stand for?
(A) Project
(B) Path
(C) Performance
(D) Program

79. The quality initiative 'Six Sigma' was originally developed by which company?
(A) Motorola
(B) Toyota
(C) General Electric
(D) Ford

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80. Arrange the following leadership models/ theories in an approximate chronological order of their development or prominence:
1. Trait Approach
2. Transformational Leadership
3. Fiedler's Contingency Model
4. Blake and Mouton's Managerial Grid

Which of the following is the correct sequence?
(A) 1, 4, 3, 2
(B) 2, 1, 4, 3
(C) 1, 3, 2, 4
(D) 4, 3, 1, 2

81. Which of the following is a key function of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)?
(A) To rank universities globally based on their research output.
(B) To share best practices through a global network of quality agencies.
(C) To set universal curriculum standards for all higher education programs.
(D) To directly fund quality improvement

120. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In Cost-Effectiveness Analysis, the benefits of a program are measured in non-monetary units.
Reason (R): This analysis is useful for comparing programs with similar goals when benefits, such as 'lives saved' or 'learning improvement', are hard to value in money.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

121. The Leader-Member Exchange (LMX) theory posits that subordinates with 'in-group' status will likely have:
(A) Lower performance ratings.
(B) Higher turnover intentions.
(C) More attention and support from the leader.
(D) A strictly formal relationship with the leader.

122. Which step in the evolution of quality represents a shift towards a more proactive, system-wide approach focused on preventing defects by improving processes?
(A) Quality Assurance
(B) Inspection
(C) Quality Control
(D) Six Sigma

123. The 'Moving' stage of Kurt Lewin's model for planned change corresponds to:
(A) Analyzing the need for change.
(B) Reinforcing the change to make it stable.
(C) Identifying the key stakeholders.
(D) The actual implementation of the change.

124. The functions of INQAAHE include:
(A) Disseminating information on quality assurance practices.
(B) Granting degrees on behalf of member agencies.
(C) Commissioning research into quality assurance.
(D) Providing advice to new quality assurance agencies.
Which of the following is NOT a function?

125. Consider the following statements regarding the 'Human Relations Approach to Administration':
1. It emerged from the Hawthorne Studies.
2. It views the organization as a social system.
3. It emphasizes the importance of employee morale and satisfaction.
4. It considers informal groups as a negative influence that must be eliminated.
5. It prioritizes the technical aspects of work over human factors.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 3
(B) 3, 4, and 5
(C) 1, 2, and 5
(D) 2 and 4 only

126. C.K. Pralhad is a quality guru known for his work on:
(A) Statistical Process Control.
(B) The 14 points of quality management.
(C) The PDCA cycle.
(D) The concept of core competencies of the corporation.

127. Which of the following is NOT a leadership style in Hersey and Blanchard's Situational Leadership Model?
(A) Authoritative
(B) Telling
(C) Selling
(D) Delegating

128. If an institution implements a robust 'organisational compliance' program, what is a likely effect?
(A) An increase in creative and innovative practices that bend the rules.
(B) A reduction in legal risks and penalties for institutional failures.
(C) A complete breakdown in the formal hierarchy of the institution.
(D) A decrease in the general importance of internal policy standards.

129. The concept of 'bureaucracy' as an ideal organizational form was proposed by Max Weber to emphasize:
(A) Personal favoritism and nepotism.
(B) Rationality, efficiency, and impersonality.

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(A) 1, 2 and 4 only
(B) 1 and 3 only
(C) 2, 3 and 4 only
(D) All are correct

91. Which of the following is a primary role of the Quality Council of India (QCI)?
(A) To directly accredit universities and colleges.
(B) To conduct research in pure sciences.
(C) To set the syllabus for engineering and medical colleges.
(D) To provide a national accreditation structure and promote quality standards.

92. The idea that management is a distinct field of study with its own principles that can be applied to any organization is a core tenet of:
(A) The Human Relations Approach
(B) Scientific Management (Taylorism)
(C) The Systems Approach
(D) Bureaucratic Theory

93. The evolution of quality management from 'Inspection' to 'Total Quality Management' represents a shift from:
(A) Proactive to reactive strategies.
(B) Prevention-focus to detection-focus.
(C) Detection of defects to prevention of defects.
(D) Individual responsibility to management responsibility.

94. What does the "Tri-dimensional Model" of leadership, developed by Reddin, add to the dimensions of task and relationship?
(A) The dimension of follower maturity.
(B) The dimension of situational favorability.
(C) The dimension of cultural context.
(D) The dimension of effectiveness.

95. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Japanese model of 'Poka-yoke' aims to design processes in a way that mistakes are impossible or are immediately detected.
Reason (R): The philosophy behind Poka-yoke is that defects are primarily caused by systemic process flaws, not by attentive workers making intentional errors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

96. In the context of NAAC, 'Performance Indicators' are used for:
(A) Ranking students based on their academic scores.
(B) Measuring and evaluating the performance and quality of a higher education institution.
(C) Determining the salary of faculty members.
(D) Selecting students for admission into professional courses.

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97. Which leadership approach would focus on identifying qualities like intelligence, self-confidence, and integrity as predictors of leadership success?
(A) Psychodynamic Approach
(B) Trait Approach
(C) Behavioral Approach
(D) Situational Approach

98. The functions of Educational Administration primarily aim to:
(A) Facilitate the teaching-learning process effectively and efficiently.
(B) Maximize the profit of the educational institution.
(C) Enforce strict discipline among students.
(D) Conduct research on pedagogical techniques.

99. The concept that an organization is a set of interdependent parts that work together to achieve an overall goal in a changing environment is known as:
(A) Administration as a bureaucracy
(B) Taylorism
(C) Management as a system
(D) Human Relations Approach

100. Consider the following statements regarding Blake and Mouton's Managerial Grid:
1. It is a three-dimensional model of leadership.
2. The vertical axis represents 'Concern for People'.
3. The horizontal axis represents 'Concern for

139. Which of the following is the best example of 'institutional building'?
(A) A college painting its classrooms and administrative offices.
(B) A school principal firing a teacher for insubordination.
(C) A university purchasing new software for the accounts department.
(D) A university revising its mission and investing in faculty culture.

140. Consider the following statements about Transformational Leadership:
1. It is a process that changes and transforms people.
2. It is concerned with emotions, values, ethics, and long-term goals.
3. It relies on a system of contingent rewards and punishments.
4. It involves an exceptional form of influence that moves followers to accomplish more than what is usually expected.

Which of the above statement(s) is/are correct?
(A) 1 and 3 only
(B) 2 and 3 only
(C) 1, 2, and 4
(D) 3 and 4 only

141. The costs of quality planning, process control, and training are classified as:
(A) Appraisal Costs
(B) Internal Failure Costs
(C) Prevention Costs
(D) External Failure Costs

142. A leader's concern for 'people' and 'production' are the two dimensions of which leadership model?
(A) Fiedler's Contingency Model
(B) Hersey and Blanchard's Model
(C) Leader-Member Exchange Theory
(D) Blake and Mouton's Managerial Grid

143. Which quality guru advocated for a "zero defects" mindset?
(A) Philip Crosby
(B) Edward Deming
(C) Joseph Juran
(D) Walter Shewhart

144. Given below are two statements:
Statement I: Organisational climate is an objective measure of an organization's physical infrastructure and financial assets.
Statement II: Organisational development is a systematic approach to planned change aimed at improving organizational effectiveness.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

145. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Trait Approach to leadership provides a definitive list of personality traits that guarantee successful leadership.
Reason (R): Research has shown that while certain traits may be associated with leadership, they do not guarantee effectiveness, and the importance of traits is dependent on the situation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

146. A "System" in the context of "Management as a system" is best described as:
(A) Interrelated and interdependent parts that produce a unified whole.
(B) A set of rigid, bureaucratic, and unchangeable institutional rules.
(C) A collection of independent, isolated, and unrelated department parts.
(D) A hierarchical structure of authority centered on top-down control.

147. The primary purpose of 'Poka-yoke' is to:
(A) Significantly reduce inventory and administrative carrying costs.
(B) Eliminate defects by making errors impossible or immediately apparent.
(C) Analyze the strategic position of a global corporate company.
(D) Motivate employees through the use of performance-based incentives.

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List I:
P. Unfreezing
Q. Just-in-Time
R. Poka-yoke
S. Refreezing
List II:
1. Stabilizing a change to make it permanent.
2. A mistake-proofing technique.
3. Reducing inertia and creating motivation for change.
4. A system to minimize inventory and waste.
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-2, S-1
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-1, S-2

111. Which of the following is an international organization dedicated to the global promotion and support of quality assurance in higher education?
(A) INQAAHE
(B) NAAC
(C) QCI
(D) UGC

112. The Hersey and Blanchard model is a situational leadership theory that links leadership style to:
(A) The personality of the leader.
(B) The maturity or readiness of the followers.
(C) The structure of the task.
(D) The leader's formal authority.

113. An analysis that compares the monetary costs of a project with the monetary benefits it is expected to produce is called:
(A) Cost-Effective Analysis
(B) Cost-Benefit Analysis
(C) SWOT Analysis
(D) PERT/CPM

114. In Blake and Mouton's Managerial Grid, a leader with a high concern for production and a low concern for people is described as:
(A) Authority-Compliance Management
(B) Country Club Management
(C) Team Management
(D) Impoverished Management

115. Consider the following statements regarding the functions of educational administration:
1. It includes the function of planning future courses of action.
2. It involves organizing human and material resources.
3. It is limited to financial management and accounting.
4. It encompasses directing and motivating personnel towards goals.
Which of the above statement(s) is/are correct?
(A) 1, 2, and 4
(B) 2 and 3 only
(C) 1, 3, and 4
(D) All are correct

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116. 'Failure Costs' can be divided into two categories:
(A) Appraisal and Prevention
(B) Monetary and Non-monetary
(C) Direct and Indirect
(D) Internal and External

117. Which quality guru emphasized that top management is responsible for most quality problems and promoted a 14-point philosophy for quality improvement?
(A) Walter Shewhart
(B) C.K. Pralhad
(C) Edward Deming
(D) Philip B. Crosby

118. The concept of 'Organisational development' focuses on:
(A) Short-term, quick-fix solutions to various organizational problems.
(B) Systematic improvement of institutional effectiveness through planning.
(C) Enforcing compliance with all external and internal regulations.
(D) The physical expansion and construction of modern facilities.

119. Given below are two statements:
Statement I: The trait approach to leadership was successful in identifying a universal set of traits that could predict leadership in all situations.
Statement II: The psychodynamic approach to leadership considers the emotional and psychological aspects of both leaders and followers.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

Production'.
4. A score of (9,9) represents Team Management.
5. The model suggests that the 'Team Management' style is always the most effective.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 3
(B) 2, 3, and 4
(C) 1, 4, and 5
(D) 2, 3, 4, and 5

101. Given below are two statements:
Statement I: Cost-Benefit Analysis requires all benefits of a project to be expressed in monetary terms.
Statement II: Cost-Effectiveness Analysis is suitable when project outcomes are educational or social and not easily monetized.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

102. The philosophy of Total Quality Management (TQM) is best summarized as:
(A) A focus on inspection to weed out bad products in the system.
(B) A commitment to continuous improvement involving the whole organization.
(C) A system of quality control managed by a specialized department.
(D) A short-term program intended to fix immediate quality problems.

103. 'Appraisal Costs' in quality management refer to costs incurred to:
(A) Prevent defects from occurring in the production phase.
(B) Fix defects found before shipping goods to customers.
(C) Handle customer complaints and standard warranty services.
(D) Determine the degree of conformance to quality requirements.

104. According to Fiedler's Contingency Model, a leader's style is measured by the:
(A) Least Preferred Coworker (LPC) Scale
(B) Leader-Member Exchange Scale
(C) Managerial Grid Questionnaire
(D) Follower Readiness Scale

105. Which of the following is NOT a part of the POSDCORB acronym for administrative functions?
(A) Organizing
(B) Directing
(C) Supervising
(D) Coordinating

106. The main objective of the Japanese model 'Just-in-Time' (JIT) is to:
(A) Minimize waste by reducing inventory and carrying costs.
(B) Maximize inventory levels for future institutional use.
(C) Increase the number of quality inspectors in the system.
(D) Implement a rigid hierarchical structure for personnel.

107. A charismatic leader's influence on followers is primarily based on their:
(A) Official institutional position and delegated legal authority.
(B) Ability to provide tangible financial and performance rewards.
(C) Expertise in a specific technical or narrow functional area.
(D) Exceptional personal qualities and compelling visionary outlook.

108. The 'Human Relations Approach' to administration originated from studies conducted by:
(A) Frederick Taylor at Bethlehem Steel.
(B) Elton Mayo at the Hawthorne plant.
(C) Max Weber in Germany.
(D) Henri Fayol in French mining companies.

109. An educational administrator who defines administration as a series of actions directed towards the achievement of a goal is viewing 'Administration as a...':
(A) Bureaucracy
(B) System
(C) Administration as a process
(D) Science

110. Match List I (Change Management Concept) with List II (Description).

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(C) Flexibility and constant change.
(D) The importance of informal social networks.

130. Arrange the three steps of Kurt Lewin's model of planned change in the correct sequence:
1. Moving
2. Refreezing
3. Unfreezing

Which of the following is the correct sequence?
(A) 3, 1, 2
(B) 1, 3, 2
(C) 2, 1, 3
(D) 3, 2, 1

131. Which of the following is the most accurate definition of Total Quality Management (TQM)?
(A) A quality inspection system to check final products in the plant.
(B) A statistical tool for monitoring various production processes.
(C) A management philosophy for improvement with participation from all.
(D) A project management technique for scheduling complex academic tasks.

132. 'Management by Objectives' (MBO) is a practice that aligns closely with which letter in the POSDCORB framework?
(A) S (Staffing)
(B) D (Directing)
(C) B (Budgeting)
(D) P (Planning)

133. A leader who focuses on guiding followers by clarifying roles and task requirements falls under the category of:
(A) Transformational Leadership
(B) Cultural Leadership
(C) Psychodynamic Leadership
(D) Transactional Leadership

134. Which of the following is a key objective of the Quality Council of India (QCI)?
(A) To provide direct financial aid to industries for quality improvement.
(B) To lead a nationwide quality movement through a national accreditation structure.
(C) To conduct final examinations for professional courses.
(D) To set the pay scales for government employees.

135. Match List I (Leadership Style from Hersey-Blanchard Model) with List II (Follower Readiness).
List I:
P. Telling
Q. Selling
R. Participating
S. Delegating
List II:
1. Able and willing/confident
2. Unable and unwilling/insecure
3. Able but unwilling/insecure
4. Unable but willing/confident
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-3, R-4, S-1
(C) P-2, Q-4, R-3, S-1
(D) P-4, Q-3, R-1, S-2

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136. The 'Refreezing' step in change management is crucial because:
(A) It stabilizes new operations into the culture, preventing old habits.
(B) It creates the initial psychological motivation for institutional change.
(C) It helps in identifying the specific problems with the status quo.
(D) It is the stage where the actual transition of behavior is executed.

137. Which statement correctly differentiates CPM and PERT?
(A) PERT is deterministic, while CPM is probabilistic.
(B) CPM uses a network diagram, while PERT uses a bar chart.
(C) CPM is used for projects with well-defined activities and time estimates, while PERT is for projects with uncertainty.
(D) PERT focuses on cost optimization, while CPM focuses on time optimization.

138. The main goal of a Six Sigma initiative is to:
(A) Improve customer satisfaction by reducing and eliminating defects.
(B) Increase the number of employees in the quality department.
(C) Implement a new financial accounting system.
(D) Reduce the price of a product to increase market share.

projects in developing countries.

82. The "Least Preferred Coworker" (LPC) scale is a tool used in which leadership model?
(A) Fiedler's Contingency Model
(B) Blake and Mouton's Managerial Grid
(C) Hersey and Blanchard's Model
(D) Leader-Member Exchange Theory

83. 'Preventable Costs' in the context of quality include:
(A) Costs of warranty repairs and customer returns.
(B) Costs of inspection and testing during the process.
(C) Costs of planning and training to prevent defects from occurring.
(D) Costs of scrap and rework found before delivery.

84. A college Principal regularly meets with faculty to exchange ideas, provide support, and motivate them towards a shared vision of academic excellence. This behavior is most characteristic of:
(A) Transactional Leadership
(B) Laissez-faire Leadership
(C) Bureaucratic Administration
(D) Transformational Leadership

85. Match List I (Term) with List II (Associated Concept).
List I:
P. Taylorism
Q. Human Relations Approach
R. SWOT
S. CPM
List II:
1. Human factors in productivity
2. Network analysis for project scheduling
3. Scientific management and efficiency
4. Strategic planning tool
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-2, R-4, S-1
(D) P-4, Q-1, R-3, S-2

86. Given below are two statements:
Statement I: The cultural approach to leadership argues that leadership is a universal phenomenon and is practiced the same way across all cultures.
Statement II: The psychodynamic approach to leadership examines the unconscious fantasies and defenses that can influence leader-follower interactions.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

87. What is the fundamental purpose of 'Organisational Compliance' in an institutional setting?
(A) To encourage creative defiance of established institutional rules.
(B) To maximize institutional profit and annual financial returns.
(C) To eliminate all forms of functional administrative hierarchy.
(D) To ensure the institution operates within legal and ethical boundaries.

88. The concept of 'institutional building' goes beyond mere administration by emphasizing the development of:
(A) An institution's values, capacity, and long-term viability.
(B) Strict and uncompromising institutional rules and procedures.
(C) Short-term financial gains for the executive administration.
(D) Physical infrastructure and the expansion of campus facilities.

89. A manager who uses rewards for good performance and warnings for poor performance is exhibiting which type of leadership?
(A) Transformational
(B) Charismatic
(C) Transactional
(D) Cultural

90. Consider the following statements about SWOT analysis:
1. Strengths and Weaknesses are internal factors of an organization.
2. Opportunities and Threats are external factors from the environment.
3. It is primarily a tool for financial accounting.
4. It helps in the formulation of strategic plans.
Which of the above statement(s) is/are correct?

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148. In the POSDCORB framework, what does 'D' represent?
(A) Delegating
(B) Developing
(C) Deciding
(D) Directing

149. The process of assessing an educational institution against a set of predefined standards or 'performance indicators' is the core function of:
(A) INQAAHE
(B) NAAC
(C) QCI
(D) UGC

150. Consider the following key elements of Taylorism (Scientific Management):
1. Development of a true science for each person's work.
2. Scientific selection, training, and development of the workers.
3. Emphasis on employee empowerment and job enrichment.
4. Friendly cooperation between management and men.
5. Focus on the social and psychological needs of workers.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 4
(B) 1, 3, and 5
(C) 2, 3, and 4
(D) 1, 4, and 5

151. Which leadership approach is most concerned with the leader's role in creating, maintaining, and changing the beliefs and values of an organization?
(A) Trait Approach
(B) Psychodynamic Approach
(C) Transactional Approach
(D) Cultural Approach

152. 'Administration as a bureaucracy', as theorized by Max Weber, is characterized by all of the following EXCEPT:
(A) Decision-making based on personal relationships and favoritism.
(B) A well-defined hierarchy.
(C) A system of rules and regulations.
(D) Impersonality in application of rules.

153. What is the central premise of the Leader-Member Exchange (LMX) theory?
(A) Leaders treat all followers uniformly to ensure fairness.
(B) Leadership effectiveness depends on the situation.
(C) Leaders form different quality relationships with different followers (in-groups and out-groups).
(D) Effective leaders possess a specific set of innate traits.

154. The costs associated with training employees on new quality procedures and redesigning products to improve quality are examples of:
(A) Prevention Costs
(B) Appraisal Costs
(C) Failure Costs
(D) Opportunity Costs

155. Which of the following is NOT one of the three situational factors in Fiedler's Contingency Model?
(A) Leader-member relations
(B) Task structure
(C) Position power
(D) Follower motivation

156. The 'Country Club Management' style (1,9) in Blake and Mouton's grid is characterized by:
(A) High concern for production, low concern for people.
(B) Low concern for production, high concern for people.
(C) Low concern for production, low concern for people.
(D) High concern for production, high concern for people.

157. A university is considering two different methods for increasing student retention. Method A is less expensive but is expected to increase retention by 2%. Method B is more expensive but is expected to increase retention by 5%. To determine which method provides the best outcome for the money spent, the university should use:
(A) Cost-Benefit Analysis
(B) SWOT Analysis
(C) Cost-Effectiveness Analysis
(D) PERT

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158. The 'S' in SWOT analysis stands for:
(A) Strategy
(B) Structure
(C) System
(D) Strengths

159. Given below are two statements:
Statement I: In Hersey and Blanchard's model, the 'Telling' style is most appropriate for followers with high readiness.
Statement II: In the same model, the 'Delegating' style is most appropriate for followers who are both able and willing.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

160. Match List I (Term) with List II (Description).
List I:
P. Organisational Climate
Q. Organisational Development
R. Organisational Compliance
S. Institutional Building
List II:
1. Long-term, planned effort to improve an organization's problem-solving capabilities.
2. Adherence to laws, regulations, standards, and ethical practices.
3. The perceived, subjective quality of the internal environment of an organization.
4. Developing an institution's capacity, values, and identity for long-term effectiveness.
(A) P-1, Q-3, R-2, S-4
(B) P-3, Q-1, R-2, S-4
(C) P-3, Q-2, R-1, S-4
(D) P-4, Q-1, R-3, S-2

161. The transition from Quality Control (QC) to Quality Assurance (QA) marks a shift in focus from:
(A) Individuals to teams.
(B) Product to process.
(C) Management to workers.
(D) Reactive to even more reactive.

162. If a leader consistently applies a transformational leadership style, what is a likely effect on the followers?
(A) Followers feel motivated and develop higher institutional commitment.
(B) Followers perform their tasks solely to receive predetermined rewards.
(C) Followers experience low morale due to lack of clear task direction.
(D) Followers form specific performance-based in-groups and out-groups.

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163. The primary contribution of the Human Relations Approach was the recognition of:
(A) The importance of financial incentives as the sole motivator.
(B) The superiority of bureaucratic structures.
(C) The significance of social and psychological factors in the workplace.
(D) The need for scientific task analysis.

164. What is the main role of NAAC's 'Performance Indicators'?
(A) To determine the eligibility of students for financial scholarships.
(B) To create a national ranking of all individual academic teachers.
(C) To regulate the admission process in all participating universities.
(D) To provide a framework for internal and external institutional assessment.

165. Consider the following statements about Cost-Benefit Analysis (CBA) and Cost-Effectiveness Analysis (CEA):
1. In CBA, benefits are valued in monetary terms.
2. In CEA, outcomes are measured in natural units (e.g., test score increase).
3. CBA is used to determine if the benefits of a single project outweigh its costs.
4. CEA is often used to compare two programs with the same goal to see which is more efficient.
Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 3 and 4 only
(C) 1, 2, and 3 only
(D) 1, 2, 3, and 4

166. A leader who practices "management by exception" and intervenes only when standards are not met is demonstrating a key aspect of:
(A) Transformational Leadership
(B) Transactional Leadership
(C) Charismatic Leadership

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(D) Cultural Leadership

167. Which of the following is NOT one of Edward Deming's 14 points for management?
(A) Create constancy of purpose.
(B) Institute leadership.
(C) Break down barriers between departments.
(D) Depend on mass inspection.

168. The 'psychodynamic approach' to leadership uniquely focuses on:
(A) The unconscious motives and feelings that influence leader-follower relationships.
(B) The exchange of rewards for services between leader and follower.
(C) The inherent personality traits of great leaders.
(D) The cultural norms that shape leadership behavior.

169. Given below are two statements:
Statement I: PERT is an event-oriented technique.
Statement II: CPM is an activity-oriented technique.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

170. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): In a bureaucratic system of administration, procedures are designed to be impersonal.
Reason (R): Impersonality ensures that all employees and clients are treated equally, without personal bias or favoritism, which promotes fairness.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

171. The concept of 'institutional building' is primarily concerned with:
(A) Constructing new academic blocks for student housing.
(B) Complying with all relevant external government regulations.
(C) Increasing the total student enrollment numbers annually.
(D) Developing human and cultural capital for sustainability.

172. The final step in Kurt Lewin's change model, 'Refreezing', aims to:
(A) Create dissatisfaction with the status quo.
(B) Stabilize the new state of equilibrium.
(C) Introduce new information, models, and procedures.
(D) Analyze the driving and restraining forces.

173. The concept of Six Sigma is a disciplined, data-driven approach for eliminating defects, with a specific goal of:
(A) Six defects per thousand opportunities.
(B) Six defects per hundred opportunities.
(C) 3.4 defects per million opportunities.
(D) 3.4 defects per thousand opportunities.

174. Which leadership model explicitly considers the leader's style as a stable trait and focuses on matching the leader to the situation?
(A) Hersey and Blanchard's Model
(B) Tri-dimensional Model
(C) Leader-Member Exchange Theory
(D) Fiedler's Contingency Model

175. Consider the following elements as part of the POSDCORB framework:
1. Planning
2. Organizing
3. Supervising
4. Directing
5. Budgeting

Which of the above statement(s) is/are correct?
(A) 1, 2, and 3
(B) 1, 2, 4, and 5
(C) 3, 4, and 5
(D) All of the above

176. The 'Just-in-Time' (JIT) philosophy, when applied in an institutional context, could mean:
(A) Stockpiling textbooks and resources years in advance.
(B) Providing learning support to students exactly when required.
(C) Having a large number of substitute teachers

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percentage of students.
3. International perspectives on quality often emphasize standardization and comparability.
4. TQM and Six Sigma are frameworks that can be applied to improve educational quality.

Which of the above statement(s) is/are correct?
(A) 1 and 2 only
(B) 1, 3, and 4
(C) 2 and 3 only
(D) All are correct

216. The "moving" phase of Kurt Lewin's change model is where:
(A) The organization learns and implements new behaviors and practices.
(B) Resistance to change is at its highest.
(C) The change is cemented and becomes part of the culture.
(D) The need for change is first communicated.

217. A key difference between Transformational and Transactional leadership is that:
(A) Transactional leaders inspire followers, while Transformational leaders manage by exception.
(B) Transformational leaders focus on change and motivation, while Transactional leaders focus on exchanges and task completion.
(C) Transformational leaders use rewards, while Transactional leaders use charisma.
(D) There is no significant difference; they are two names for the same style.

218. The 'Co' in POSDCORB stands for:
(A) Coordinating
(B) Controlling
(C) Cooperation
(D) Communication

219. Given below are two statements:
Statement I: Fiedler's contingency model asserts that a leader's style is fixed and cannot be easily changed.
Statement II: Hersey and Blanchard's situational model suggests that a leader should adapt their style based on the follower's readiness.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

220. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Systems approach views an educational institution as an open system.
Reason (R): An educational institution interacts with its external environment, taking in inputs (students, faculty, funds) and providing outputs (graduates, research) to society.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

221. Which leadership approach is LEAST concerned with the leader's internal thoughts, feelings, or personality traits?
(A) Psychodynamic
(B) Trait
(C) Transactional
(D) Cultural

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222. The primary goal of INQAAHE is to:
(A) Create a single, global accreditation standard.
(B) Fund universities in developing countries.
(C) Publish an annual ranking of the world's best universities.
(D) Provide a network for quality assurance agencies to share best practices.

223. In the context of Cost of Quality, the money spent on quality training for employees is considered:
(A) A Prevention Cost
(B) An Appraisal Cost
(C) An Internal Failure Cost
(D) An External Failure Cost

224. The concept of 'bureaucracy' was systematically studied and advocated as an ideal form of organization by:
(A) Frederick Taylor
(B) Max Weber
(C) Elton Mayo
(D) Henri Fayol

225. Consider the following models of leadership:
1. Blake and Mouton's Managerial Grid

List II:
1. Fred Fiedler
2. Hersey and Blanchard
3. Blake and Mouton
4. Kurt Lewin

(A) P-3, Q-1, R-2, S-4
(B) P-1, Q-3, R-4, S-2
(C) P-3, Q-2, R-1, S-4
(D) P-2, Q-4, R-3, S-1

186. The concept of 'management as a system' emphasizes:
(A) The interrelationship between the parts of an organization and its interaction with the environment.
(B) The independence of various departments.
(C) The universal applicability of a single set of management principles.
(D) The sole importance of the leader's personality.

187. Which of the following is a core principle of educational administration?
(A) It must be authoritarian to ensure institutional discipline.
(B) It should prioritize convenience over educational goals.
(C) It must be completely independent of community input.
(D) It should be flexible and adaptable to changing needs.

188. 'Organisational climate' is best understood as:
(A) The physical weather conditions around the institution.
(B) Shared perceptions of employees about their environment.
(C) The formal structure and hierarchy of the organization.
(D) The set of rules and regulations governing the institution.

189. A manager who tells employees exactly what to do and how to do it is exhibiting which style from the Hersey-Blanchard model?
(A) Participating
(B) Selling
(C) Telling
(D) Delegating

190. Consider the following costs related to the Cost of Quality framework:
1. Cost of quality audits.
2. Cost of rework or scrap.
3. Cost of warranty repairs.
4. Cost of quality planning and training.

Which of the above are considered 'Failure Costs'?
(A) 1 and 4 only
(B) 2 and 3 only
(C) 1, 2, and 3
(D) 2, 3, and 4

191. The primary aim of 'organisational development' is to:
(A) Improve effectiveness and health through planned interventions.
(B) Enforce compliance with all external legal standards.
(C) Downsize the institutional workforce to cut total costs.
(D) Focus solely on improving the physical campus facilities.

192. Which leadership theory suggests that leaders form a special relationship with a small group of followers, the "in-group"?
(A) Fiedler's Contingency Model
(B) Path-Goal Theory
(C) Trait Theory
(D) Leader-Member Exchange (LMX) Theory

193. The concept of 'Poka-yoke' originates from:
(A) American Scientific Management
(B) Japanese Models of Change
(C) German Bureaucratic Theory
(D) French Administrative Theory

194. Given below are two statements:
Statement I: NAAC is an autonomous body established by the UGC to assess and accredit institutions of higher education.
Statement II: The assessment by NAAC is a voluntary process that institutions can choose to undergo.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

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1. Costs of preventing defects (e.g., training)
2. Costs of inspection and testing
3. Analysis comparing programs with non-monetary outcomes
4. Costs from defects (e.g., rework, warranty)

(A) P-1, Q-3, R-2, S-4
(B) P-2, Q-4, R-1, S-3
(C) P-2, Q-1, R-4, S-3
(D) P-4, Q-2, R-3, S-1

236. A manager following the "Authority-Compliance" (9,1) style on the Managerial Grid would primarily focus on:
(A) Building a comfortable, friendly work environment.
(B) High levels of task efficiency and productivity, with little regard for human elements.
(C) Balancing the need for work with maintaining morale.
(D) Exerting minimum effort and having low concern for both people and production.

237. The 'T' in SWOT Analysis represents:
(A) Time
(B) Team
(C) Threats
(D) Technology

238. In the Leader-Member Exchange (LMX) theory, followers in the 'out-group':
(A) Receive more attention and resources from the leader.
(B) Are more committed to the organization's goals.
(C) Are typically high performers who are trusted by the leader.
(D) Have a more formal, task-based relationship with the leader.

239. Which of the following is an example of an External Failure Cost?
(A) Cost of handling a customer's warranty claim.
(B) Cost of re-inspecting a reworked product.
(C) Salary of the quality assurance manager.
(D) Cost of employee training on quality standards.

240. Consider the following statements regarding Fiedler's Contingency Model of Leadership:
1. It proposes that leadership effectiveness is contingent on the situation.
2. It uses the Least Preferred Coworker (LPC) scale to measure a leader's style.
3. It assumes that a leader's style is flexible and can be changed easily.
4. Situational favorableness is determined by leader-member relations, task structure, and position power.

Which of the above statement(s) is/are correct?
(A) 1, 2, and 4
(B) 1, 3, and 4
(C) 2 and 3 only
(D) 1 and 4 only

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241. The shift from a detection-based to a prevention-based approach is a key feature of the move from:
(A) Quality Assurance to Quality Control
(B) Quality Control to Quality Assurance
(C) TQM to Six Sigma
(D) Six Sigma to TQM

242. 'Value-based leadership' is most closely aligned with which of the following concepts?
(A) Ethical conduct and integrity
(B) Task efficiency
(C) Contingent rewards
(D) Situational control

243. The primary function of the POSDCORB model is to:
(A) Evaluate the financial performance of an organization.
(B) Analyze the external threats and opportunities.
(C) Provide a framework describing administrative functions.
(D) Guide the process of institutional culture change.

244. Given below are two statements:
Statement I: Organisational climate is a relatively enduring quality of the internal environment that is experienced by its members.
Statement II: Organisational compliance is the process of deliberately changing the culture and processes of an organization.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.

(D) An increase in conflict between the various departments.

205. The 'R' in the POSDCORB acronym stands for:
(A) Researching
(B) Rewarding
(C) Reporting
(D) Restructuring

206. Given below are two statements:
Statement I: 'psychodynamic' approach to leadership focuses on observable behaviors and actions of leaders.
Statement II: 'cultural' approach to leadership emphasizes the leader's role in shaping and articulating organizational values and norms.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

207. Which of the following is NOT a leadership style according to Blake and Mouton's Managerial Grid?
(A) Situational Management
(B) Country Club Management
(C) Team Management
(D) Impoverished Management

208. The main difference between Cost-Benefit Analysis (CBA) and Cost-Effectiveness Analysis (CEA) lies in:
(A) How they measure costs.
(B) How they measure benefits/outcomes.
(C) The time frame of the analysis.
(D) The type of organization they are applied to.

209. What is the central tenet of the 'trait approach' to leadership?
(A) Leaders are made, not born through academic training.
(B) Effectiveness is based on inherent personal characteristics.
(C) Leadership effectiveness depends solely on the situation.
(D) Leadership is an exchange process between different groups.

210. Match List I (Concept) with List II (Focus).
List I:
P. TQM
Q. Six Sigma
R. Poka-yoke
S. Just-in-Time
List II:
1. Error-proofing a process
2. Reducing process variation to 3.4 DPMO
3. Minimizing inventory and waste
4. Customer satisfaction and continuous improvement
(A) P-1, Q-2, R-3, S-4
(B) P-4, Q-2, R-1, S-3
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-4, R-3, S-1

211. In Hersey and Blanchard's Situational Leadership theory, 'readiness' of a follower is a combination of:
(A) Age and experience.
(B) Personality and motivation.
(C) Ability and willingness.
(D) Education and salary.

212. The Indian national body responsible for establishing and managing the national accreditation system is:
(A) NAAC
(B) AICTE
(C) UGC
(D) QCI

213. The evolution from Inspection to Quality Assurance signifies a move toward:
(A) Manual work to automation.
(B) Individual work to teamwork.
(C) Defect detection to defect prevention.
(D) Local markets to global markets.

214. A principal who involves teachers in decision-making and values their input is following which principle of educational administration?
(A) Autocratic principle
(B) Democratic principle
(C) Bureaucratic principle
(D) Laissez-faire principle

215. Consider the following statements regarding the concept of Quality in Education:
1. It is a multi-dimensional concept including curriculum, faculty, infrastructure, and outcomes.
2. It can be solely measured by the pass

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on standby.
(D) Teaching the entire syllabus in the first month of the year.

177. Which of the following identifies an INCORRECT pairing of a leadership approach and its core idea?
(A) Transformational - Inspiring change and vision.
(B) Trait - Leadership style is highly adaptable and flexible.
(C) Transactional - Exchange of rewards for performance.
(D) Value-based - Focus on ethical principles and values.

178. What is the primary focus of 'Administration as a process'?
(A) The dynamic functions and activities required to run an organization.
(B) The static structure and hierarchy within a specific organization.
(C) The personal charisma and charm of the individual administrator.
(D) The physical assets and infrastructure of the educational institution.

179. The quality guru who stressed the importance of statistical tools, particularly control charts, to monitor and control processes was:
(A) C.K. Pralhad
(B) Edward Deming
(C) Walter Shewhart
(D) Kurt Lewin

180. Place the following concepts related to quality management in the order of their historical evolution:
1. Quality Assurance
2. Inspection
3. Six Sigma
4. Total Quality Management (TQM)

Which of the following is the correct sequence?
(A) 2, 1, 4, 3
(B) 1, 2, 4, 3
(C) 2, 4, 1, 3
(D) 4, 3, 1, 2

181. A key difference between 'management' and 'administration' in some theoretical contexts is that:
(A) Administration focuses on 'doing', while management focuses on policy-making.
(B) There is no difference; the terms are perfectly synonymous in all theories.
(C) Management focuses on 'doing', while administration focuses on policy-making.
(D) Management is used in the public sector and administration in the private.

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182. Which of the following is NOT an objective of the INQAAHE?
(A) To promote excellence in higher education through a community of QA professionals.
(B) To directly accredit and rank individual universities across the globe.
(C) To collect and disseminate information on QA theory and practice.
(D) To provide advice and expertise to assist in the development of new QA agencies.

183. Given below are two statements:
Statement I: The 'Team Management' (9,9) style in the Managerial Grid is considered the most effective leadership style in Blake and Mouton's theory.
Statement II: The 'Impoverished Management' (1,1) style represents a leader who exerts minimum effort to get required work done.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

184. In the context of planned change, 'Unfreezing' means:
(A) Creating awareness of the need for change and reducing resistance.
(B) Implementing the planned change within the organization.
(C) Making the institutional change permanent for all members.
(D) Evaluating the final outcomes of the implemented change.

185. Match List I (Theory/Model) with List II (Proponent/Developer).
List I:
P. Managerial Grid
Q. Contingency Model
R. Situational Leadership Model
S. Three-Step Model of Change

2. Fiedler's Contingency Model
3. Maslow's Hierarchy of Needs
4. Hersey and Blanchard's Model
5. Leader-Member Exchange Theory

Which of the above statement(s) is/are correct?
(A) 1, 2, 4, and 5
(B) 2, 3, and 5
(C) 1, 2, 4, and 5
(D) All of the above

226. 'Organisational development' is best characterized as:
(A) A long-term, collaborative process of improving institutional culture.
(B) A rapid, top-down mandated institutional change.
(C) The physical expansion of institutional campus facilities.
(D) The process of ensuring legal and regulatory compliance.

227. A leader who is described as having a compelling vision, strong communication skills, and an ability to inspire unusual levels of devotion is a:
(A) Transactional leader
(B) Bureaucratic leader
(C) Charismatic leader
(D) Laissez-faire leader

228. The final stage of the evolution of quality, which focuses on a data-driven methodology to minimize defects to near perfection, is known as:
(A) Quality Control
(B) Quality Assurance
(C) TQM
(D) Six Sigma

229. Which of the following is NOT a function of Educational Management?
(A) Planning curriculum
(B) Organizing resources
(C) Ignoring societal needs
(D) Directing staff

230. Arrange the following administrative concepts in the approximate chronological order of their emergence as prominent theories:
1. Human Relations Approach
2. Scientific Management (Taylorism)
3. Systems Approach to Management
4. Bureaucratic Administration (Weber)

Which of the following is the correct sequence?
(A) 4, 2, 1, 3
(B) 4, 2, 1, 3
(C) 2, 1, 4, 3
(D) 1, 2, 3, 4

231. The purpose of NAAC in India is to:
(A) Conduct entrance tests for universities.
(B) Provide funding for research projects.
(C) Formulate the national education policy.
(D) Assess and accredit institutions of higher learning.

232. What is a key characteristic of the 'cultural approach' to leadership?
(A) The leader acts as a symbol and shapes institutional values and norms.
(B) The leader uses rewards and punishments to control all followers.
(C) The leader possesses innate personality traits that ensure success.
(D) The leader adapts their behavior based on follower maturity levels.

233. The concept that an organization can be seen as having inputs, processes, outputs, and feedback is central to:
(A) Taylorism
(B) Human relations approach
(C) Management as a system
(D) Bureaucratic model

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234. Given below are two statements:
Statement I: 'Just-in-Time' is a Japanese model focused on mistake-proofing.
Statement II: 'Poka-yoke' is a Japanese model focused on minimizing inventory.
(A) Both Statement I and Statement II are true.
(B) Both Statement I and Statement II are false.
(C) Statement I is true, but Statement II is false.
(D) Statement I is false, but Statement II is true.

235. Match List I (Quality Term) with List II (Meaning).
List I:
P. Appraisal Costs
Q. Failure Costs
R. Preventable Costs
S. Cost-Effective Analysis
List II:

195. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): The Human Relations approach to administration shifted focus from purely technical and structural aspects to the psychological and social factors affecting workers.
Reason (R): The Hawthorne studies, a key basis for this approach, found that factors like employee morale, satisfactory interrelationships, and a sense of belonging were more significant for productivity than physical working conditions.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

196. The 'O' in SWOT analysis stands for:
(A) Organization
(B) Objectives
(C) Operations
(D) Opportunities

197. Which of the following is a defining characteristic of Transformational Leadership?
(A) Focus on short-term goals.
(B) Contingent reward.
(C) Intellectual stimulation.
(D) Management by exception.

198. The most comprehensive stage in the evolution of quality, which involves a company-wide, customer-focused approach to continuous improvement, is:
(A) Inspection
(B) Total Quality Management (TQM)
(C) Quality Control
(D) Quality Assurance

199. In CPM/PERT, the 'Critical Path' is the sequence of activities that:
(A) Has the maximum amount of slack or float.
(B) Involves the most number of people.
(C) Is the most expensive part of the project.
(D) Determines the shortest possible completion time for the entire project.

200. Consider the following statements about 'Value-based Leadership':
1. It is primarily concerned with achieving short-term financial targets.
2. The leader articulates and embodies a set of core values.
3. It fosters a culture of trust and integrity.
4. Decisions are aligned with the articulated organizational values.
5. It is identical to Transactional Leadership.
Which of the above statement(s) is/are correct?
(A) 1, 2, and 5
(B) 2, 3, and 4
(C) 1, 3, and 4
(D) 2 and 5 only

201. Which quality guru is associated with the concept of "core competence of the corporation"?
(A) Walter Shewhart
(B) Edward Deming
(C) C.K. Prahalad
(D) Joseph Juran

202. The Tri-dimensional Model of leadership is an extension of the Managerial Grid, which adds the dimension of:
(A) Effectiveness
(B) Charisma
(C) Culture
(D) Time

203. The term 'organisational compliance' refers to the process of:
(A) Fostering a culture of innovation and risk-taking.
(B) Developing the leadership skills of managers.
(C) Improving the interpersonal relationships among employees.
(D) Ensuring conformance to all applicable laws and policies.

204. If an administration successfully builds a strong, positive institutional culture, what is a probable effect?
(A) High teacher turnover and student dissatisfaction.
(B) Increased institutional identity, loyalty, and shared purpose.
(C) A decline in academic standards due to non-academic focus.

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(D) Statement I is false, but Statement II is true.

245. Given below are two statements, one is labelled as Assertion (A) and the other is labelled as Reason (R):
Assertion (A): A transformational leader is able to elicit performance beyond specified expectations from their followers.
Reason (R): Such a leader inspires followers by communicating a compelling vision, providing intellectual stimulation, and showing individualized consideration.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

246. The main objective of the Quality Council of India (QCI) is to:
(A) Directly accredit individual higher education institutions.
(B) Establish a national accreditation structure and promote quality.
(C) Conduct research and development in industrial manufacturing.
(D) Disburse funds for quality improvement projects.

247. A manager with a (5,5) score on the Managerial Grid, who balances getting work done with maintaining morale, is practicing:
(A) Team Management
(B) Country Club Management
(C) Authority-Compliance Management
(D) Middle-of-the-Road Management

248. The essence of the 'Human Relations Approach' is that:
(A) Attention to workers' social and psychological needs can improve productivity.
(B) Workers are primarily motivated by money.
(C) A clear hierarchy is the key to efficiency.
(D) Work should be broken down into the simplest possible tasks.

249. Which of the following is NOT one of the steps in Kurt Lewin's Three-Step Model of Change?
(A) Unfreezing
(B) Moving
(C) Refreezing
(D) Re-evaluating

250. Consider the following approaches to leadership:
1. Trait
2. Transformational
3. Transactional
4. Poka-yoke
5. Psychodynamic

Which of the above statement(s) is/are correct?
(A) 1, 2, 3, and 5
(B) 1, 2, and 4
(C) 2, 3, 4, and 5
(D) All of the above

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Direction : Please read the following source carefully.

Educational administration and management are integral to the effective functioning of any educational institution. While administration is often perceived as the process of implementing policies and directing operations to achieve pre-determined goals, management encompasses a broader scope, including planning, organizing, and controlling resources to define and achieve institutional objectives. The importance of these disciplines lies in their capacity for institutional building, which involves creating a robust, resilient, and sustainable organization capable of delivering high-quality education and adapting to change. The principles guiding this process emphasize efficiency, effectiveness, professional ethics, and collaboration. A classical framework for understanding the core functions of administration is encapsulated by the acronym POSDCORB, which stands for Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. Each element represents a critical administrative activity: Planning involves setting objectives and action courses; Organizing establishes a formal structure of authority; Staffing concerns the recruitment, training, and retention of personnel; Directing is the continuous task of making decisions and leading; Coordinating interrelates the various parts of the work; Reporting keeps executives and stakeholders informed through records and inspection; and Budgeting deals with all phases of fiscal planning and control. Mastery of these functions is fundamental for administrators

aiming to build and sustain successful educational institutions.

Based on the above source, attempt the following five questions.

251. According to the passage, what is a primary distinction between management and administration in an educational context?
(A) Management focuses on policy implementation, while administration focuses on resource allocation.
(B) Management is concerned with defining objectives, while administration is focused on achieving pre-determined goals.
(C) Management deals with budgeting and reporting, whereas administration handles staffing and directing.
(D) Management is a classical concept, while administration is a modern approach to institutional building.

252. Which of the following best describes the concept of 'institutional building' as mentioned in the text?
(A) The process of creating a strong, sustainable, and adaptive educational organization.
(B) The physical construction of educational facilities and infrastructure.
(C) The strict implementation of pre-determined policies and regulations.
(D) The singular focus on increasing student enrollment and financial resources.

253. In the POSDCORB framework, which function is specifically concerned with the continuous task of making decisions and providing leadership?
(A) Planning
(B) Coordinating
(C) Directing
(D) Organizing

254. Based on the description of POSDCORB, what does the 'Reporting' function primarily entail?
(A) Submitting financial statements to the budgeting authority.
(B) Coordinating the various activities of the institution's departments.
(C) Developing a formal structure of authority and communication.
(D) Keeping superiors and subordinates informed about the work progress.

255. The passage implies that the principles of educational administration and management are fundamentally aimed at what outcome?
(A) Achieving administrative control and bureaucratic efficiency above all else.
(B) Fostering a competitive environment among staff to increase productivity.
(C) Ensuring the institution functions effectively, efficiently, and ethically.
(D) Prioritizing fiscal planning and control over academic development.

Direction : Please read the following source carefully.

Modern educational management employs a variety of analytical tools and theoretical perspectives to improve strategic planning and operational efficiency. Viewing management as a system is a crucial approach, where an educational institution is understood as an integrated whole composed of interdependent parts such as inputs (students, faculty, resources), processes (teaching, research), outputs (graduates, knowledge), and feedback mechanisms. This systemic view helps administrators appreciate how changes in one part of the institution can affect the entire organization. For complex project management, techniques like the Critical Path Method (CPM) and the Program Evaluation and Review Technique (PERT) are highly valuable. CPM is deterministic, used for projects with well-defined activity durations, and it identifies the sequence of critical tasks that determines the minimum project completion time. In contrast, PERT is probabilistic and designed for projects where activity times are uncertain, allowing for an estimation of completion time based on optimistic, pessimistic, and most likely scenarios. Alongside these project tools, SWOT analysis serves as a foundational strategic planning framework, enabling institutions to systematically identify their internal Strengths and Weaknesses and analyze external Opportunities and Threats. This analysis provides a solid basis for formulating strategies that align an institution's capabilities with its external environment.

Based on the above source, attempt the following five questions.

256. Which concept described in the passage encourages administrators to understand an

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educational institution as an interconnected set of components like inputs, processes, and outputs?
(A) SWOT analysis
(B) Management as a system
(C) Critical Path Method (CPM)
(D) Program Evaluation and Review Technique (PERT)

257. A key difference between PERT and CPM as described in the text is that:
(A) CPM is probabilistic, while PERT is deterministic.
(B) PERT is used for analyzing internal factors, while CPM analyzes external factors.
(C) PERT identifies the critical path, whereas CPM focuses on optimistic and pessimistic time estimates.
(D) CPM is suitable for projects with predictable task durations, while PERT is for projects with uncertain timings.

258. An educational institution is planning to launch a new interdisciplinary program. The leadership decides to evaluate the expertise of its current faculty (a positive factor) and the lack of laboratory facilities (a negative factor). Within a SWOT analysis, these two factors would be classified as:
(A) Strengths and Weaknesses
(B) Opportunities and Threats
(C) Strengths and Threats
(D) Opportunities and Weaknesses

259. What is the primary purpose of identifying the 'critical path' in the Critical Path Method?
(A) To estimate the total budget required for a project.
(B) To identify the shortest possible time to complete a project.
(C) To find the sequence of tasks that dictates the project's total duration.
(D) To assign personnel to the most difficult tasks within a project.

260. According to the passage, what is the main benefit of applying a SWOT analysis in an educational institution?
(A) To create a basis for strategies that align internal capabilities with the external environment.
(B) To manage complex projects with uncertain activity times.
(C) To view the institution as an integrated whole of interdependent parts.
(D) To reduce the overall time required for project completion by identifying critical tasks.

Direction : Please read the following source carefully.

The evolution of administrative thought reveals a shift in focus from purely mechanistic views to more human-centric approaches. At one end of the spectrum is Taylorism, or scientific management, which pioneered the systematic analysis of workflows to maximize economic efficiency and labor productivity. This approach treated administration as a science, emphasizing task optimization, standardization, and monetary incentives, often viewing workers as instruments within a larger machine. Subsequently, the concept of administration as a bureaucracy, heavily influenced by Max Weber, gained prominence. Bureaucracy is characterized by a clear hierarchy of authority, a formal system of rules and regulations, specialization of labor, and impersonality in decision-making. While designed to ensure precision, stability, and fairness, this model could also lead to rigidity and a lack of adaptability. In response to the perceived shortcomings of these classical theories, the Human Relations approach to administration emerged. This school of thought, arising from studies like the Hawthorne experiments, highlighted the importance of social and psychological factors in the workplace. It posited that productivity is not solely a function of physical conditions or economic incentives but is significantly influenced by employee morale, group dynamics, and informal social relationships. This approach urged administrators to consider the human element, fostering better communication, participation, and a sense of belonging to improve organizational effectiveness.

Based on the above source, attempt the following five questions.

261. Which administrative approach is primarily focused on maximizing efficiency through the scientific analysis and standardization of tasks?
(A) Human Relations approach

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296. In the Three-Step Model of Change, what is the primary objective of the 'Unfreezing' stage?
(A) To implement the new policies and procedures.
(B) To stabilize the organization after the change has occurred.
(C) To assess the costs associated with the failure of the change.
(D) To create readiness and motivation for the upcoming change.

297. The Japanese model of 'Poka-yoke' is described in the passage as a technique for:
(A) mistake-proofing processes.
(B) reducing inventory waste.
(C) appraising the cost of quality.
(D) accrediting educational institutions.

298. According to the passage, the costs associated with inspecting and testing to ensure quality standards are met would be classified as which type of Cost of Quality?
(A) Failure Costs
(B) Appraisal Costs
(C) Preventable Costs
(D) Opportunity Costs

299. Which of the following represents the correct sequence of the Three-Step Model for planned change?
(A) Moving, Unfreezing, Refreezing
(B) Unfreezing, Moving, Refreezing
(C) Unfreezing, Refreezing, Moving
(D) Refreezing, Moving, Unfreezing

300. What is a key role of organizations like NAAC and INQAAHE as described in the text?
(A) To set standards and promote quality assurance in education.
(B) To directly manage change within individual institutions.
(C) To implement Just-in-Time systems in universities.
(D) To calculate the Cost of Quality for member institutions.

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environment.

268. What does the term 'Organisational Climate' refer to?
(A) The shared perceptions of members about their work environment.
(B) The formal rules and regulations governing the institution.
(C) The long-term strategic plan for institutional growth.
(D) The physical working conditions and infrastructure.

269. The passage suggests that an excessive focus on Organisational Compliance might lead to which negative outcome?
(A) A decrease in accountability and order.
(B) An increase in collaborative problem-solving.
(C) A reduction in employee creativity and initiative.
(D) A more positive and supportive organizational climate.

270. How are Organisational Development (OD) and Organisational Climate related, according to the text?
(A) OD is a tool to measure the existing Organisational Climate.
(B) A negative Organisational Climate is the primary goal of OD interventions.
(C) The two concepts are synonymous and refer to the same institutional attribute.
(D) A positive Organisational Climate can be a key outcome and facilitator of successful OD.

Direction : Please read the following source carefully.

Leadership in educational administration is a multifaceted concept that goes beyond mere management. While management focuses on handling complexity, leadership is concerned with inspiring and facilitating change. The approaches to understanding leadership are diverse, each offering a unique lens. The Trait Approach, one of the earliest theories, attempted to identify specific innate qualities and characteristics, such as intelligence, confidence, and integrity, that are common to great leaders. This approach suggests that leaders are born, not made. In stark contrast, more contemporary theories focus on behaviors and interactions. The Transactional Leadership approach centers on the exchange between leaders and followers. Here, leaders clarify roles and task requirements and provide rewards or punishments contingent on performance. It is a form of managerial leadership that maintains the status quo and ensures smooth, efficient operations. A more dynamic approach is Transformational Leadership, which focuses on inspiring followers to transcend their self-interests for the good of the organization. Transformational leaders are change agents who articulate a compelling vision, act as role models, and challenge and empower their followers to achieve extraordinary outcomes. They build trust and foster commitment, fundamentally altering the beliefs and values of their team members to achieve a higher level of performance and motivation.

Based on the above source, attempt the following five questions.

271. Which leadership approach is based on the premise that leaders possess certain inherent qualities that differentiate them from non-leaders?
(A) Transformational Approach
(B) Transactional Approach
(C) Trait Approach
(D) Psychodynamic Approach

272. A school principal who focuses on clarifying teacher duties, setting performance goals, and providing bonuses for achieving targets is primarily exhibiting which style of leadership?
(A) Transformational
(B) Transactional
(C) Charismatic
(D) Trait-based

273. According to the passage, what is the core focus of a Transformational Leader?
(A) Maintaining operational stability and efficiency.
(B) Exchanging rewards for services rendered by followers.
(C) Identifying the innate characteristics of potential leaders.
(D) Inspiring followers to achieve extraordinary outcomes and embrace change.

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Leadership Theory, proposes that effective leadership depends on selecting the right leadership style contingent on the followers' readiness or maturity level. This readiness is a combination of their ability (competence) and willingness (commitment). The model outlines four leadership styles—Telling, Selling, Participating, and Delegating—that leaders should adopt as their followers move through different stages of development. A newer perspective is offered by the Leader-Member Exchange (LMX) Theory, which challenges the assumption that leaders treat all followers uniformly. LMX theory focuses on the dyadic (two-person) relationship between a leader and each individual follower. It suggests that leaders form high-quality "in-group" relationships with a select few followers, characterized by high levels of trust, interaction, and mutual support. Conversely, they form lower-quality "out-group" relationships with others, based more on formal authority and contractual obligations. The quality of this dyadic relationship is a strong predictor of follower outcomes. The Tri-dimensional Model, developed by Reddin, builds upon the Managerial Grid by adding a third dimension of "effectiveness," arguing that any leadership style can be effective or ineffective depending on the situation.

Based on the above source, attempt the following five questions.

286. The Hersey and Blanchard Model of Situational Leadership suggests that a leader's style should be adapted based on what factor?
(A) The leader's position power.
(B) The personality of the leader.
(C) The structure of the task.
(D) The followers' level of readiness.

287. Which leadership theory specifically focuses on the unique dyadic relationship between a leader and each individual follower, distinguishing between "in-groups" and "out-groups"?
(A) Tri-dimensional Model
(B) Hersey and Blanchard's Model
(C) Leader-Member Exchange Theory
(D) Fiedler's Contingency Model

288. According to the Hersey and Blanchard model, a leader using a "Telling" style would be most appropriate for followers who have:
(A) low competence and low commitment.
(B) high competence and high commitment.
(C) high competence but low commitment.
(D) low competence but high commitment.

289. How does the Tri-dimensional Model of leadership enhance the framework of the Managerial Grid?
(A) By adding the dimension of follower readiness.
(B) By focusing solely on task-motivated leaders.
(C) By creating the concepts of "in-group" and "out-group".
(D) By incorporating the dimension of effectiveness.

290. A key implication of the Leader-Member Exchange (LMX) Theory is that:
(A) leaders develop different quality relationships with different followers.
(B) leaders should strive to maintain a formal, contractual relationship with all followers.
(C) a leader's effectiveness is solely dependent on the situation, not relationships.
(D) all followers in a team perceive the leader in the exact same way.

Direction : Please read the following source carefully.

The concept of quality in education has evolved significantly, drawing from both Indian and international perspectives and borrowing heavily from industrial quality management. This evolution can be traced through a series of stages. Initially, the focus was on Inspection, a reactive process of finding and removing defects after production. This evolved into Quality Control (QC), which involved setting standards and using statistical tools during the process to ensure outputs meet those standards. A more proactive approach is Quality Assurance (QA), which focuses on the processes and systems themselves to prevent defects from occurring in the first place, building quality into the entire system. The pinnacle of this evolution is Total Quality Management (TQM), a comprehensive management philosophy that involves every member of an organization in a continuous effort to improve quality and customer satisfaction. TQM is deeply influenced by the work of "Quality Gurus." Walter Shewhart is credited with developing statistical process

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behaviors.
(C) dependence on the leader's personal presence and charm.
(D) inability to emerge during times of crisis.

280. What is the fundamental principle of Value-based Leadership as described in the text?
(A) Leadership effectiveness is determined by cultural context.
(B) Leaders should analyze the unconscious motives of their followers.
(C) A leader's personal charm is the key to motivating followers.
(D) A leader's actions and vision are guided by a core set of ethical principles.

Direction : Please read the following source carefully.

To provide a more structured understanding of leadership behavior, several models have been developed. Blake and Mouton's Managerial Grid is a prominent model that plots a leader's style on a two-dimensional grid. The vertical axis represents the leader's "Concern for People," while the horizontal axis represents the "Concern for Production" (or task). The grid identifies five main leadership styles, such as "Country Club" (high people, low production) and "Authority-Compliance" (low people, high production), with the ideal being "Team Management" (high people, high production). Another significant framework is Fiedler's Contingency Model, which was a departure from one-size-fits-all theories. Fiedler proposed that effective leadership is contingent upon matching a leader's style to the specific situation. He identified two leadership styles: task-motivated and relationship-motivated. The "situational favorableness" is determined by three factors: Leader-Member Relations (the degree of trust and confidence followers have in the leader), Task Structure (the degree to which tasks are structured or unstructured), and Leader's Position Power (the leader's formal authority to reward or punish). According to Fiedler, task-motivated leaders perform best in situations that are either highly favorable or highly unfavorable, while relationship-motivated leaders are more effective in moderately favorable situations.

Based on the above source, attempt the following five questions.

281. In Blake and Mouton's Managerial Grid, a leader who demonstrates high concern for people but low concern for production would be categorized under which style?
(A) Country Club
(B) Team Management
(C) Authority-Compliance
(D) Impoverished Management

282. What is the central premise of Fiedler's Contingency Model of leadership?
(A) The most effective leadership style is "Team Management" in all situations.
(B) Effective leadership depends on matching the leader's style to the situational context.
(C) Leaders can and should change their style to fit different situations.
(D) A leader's effectiveness is determined solely by their position power.

283. According to Fiedler's model, which of the following is NOT a factor determining "situational favorableness"?
(A) Leader-Member Relations
(B) Leader's personality traits
(C) Task Structure
(D) Leader's Position Power

284. Blake and Mouton's Managerial Grid suggests that the most desirable leadership style, which balances high concern for people and high concern for production, is:
(A) Team Management.
(B) Authority-Compliance.
(C) Middle-of-the-Road.
(D) Country Club.

285. Based on Fiedler's Contingency Model, in which situations are relationship-motivated leaders considered to be most effective?
(A) In situations that are highly favorable.
(B) In situations that are highly unfavorable.
(C) In situations of moderate favorableness.
(D) In all situations, regardless of favorableness.

Direction : Please read the following source carefully.

Furthering the situational and relational understanding of leadership, several other models offer practical frameworks. The Hersey and Blanchard Model, often called Situational

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274. The passage suggests a key difference between Transactional and Transformational leadership is that:
(A) Transformational leaders inspire change, while Transactional leaders manage through rewards and punishments.
(B) Transactional leaders are change agents, while Transformational leaders maintain the status quo.
(C) Transactional leadership is a modern theory, while Transformational leadership is one of the earliest.
(D) Transformational leaders focus on innate traits, while Transactional leaders focus on learned behaviors.

275. The statement "leadership is concerned with inspiring and facilitating change" is most closely aligned with the description of which leadership approach in the passage?
(A) The managerial aspects of the Transactional Approach.
(B) The foundational premise of the Trait Approach.
(C) The core principles of the Transformational Approach.
(D) The exchange-based nature of Transactional leadership.

Direction : Please read the following source carefully.

Beyond the more commonly discussed leadership theories, several other approaches provide nuanced perspectives on leadership in educational administration. The Value-based Leadership approach posits that leaders should be driven by a strong set of internal values, such as integrity, honesty, and social justice. These leaders draw upon their own and their followers' values to guide actions and build a shared organizational purpose, fostering a culture of ethical behavior and trust. Another perspective is Cultural Leadership, which emphasizes the leader's role in shaping and maintaining the organization's culture—its shared beliefs, norms, and traditions. A cultural leader understands the symbolic nature of leadership and uses stories, rituals, and language to reinforce desired cultural attributes and guide the institution's direction. The Psychodynamic Approach offers a more clinical view, exploring the influence of leaders' and followers' unconscious thoughts, feelings, and past experiences on their present behavior. It suggests that understanding deep-seated personality dynamics can help explain irrational or dysfunctional behaviors within an organization. Finally, Charismatic Leadership is centered on the leader's personal charm, inspirational qualities, and ability to articulate a vision that resonates deeply with followers. These leaders often emerge during times of crisis and can evoke strong emotional commitment, although their leadership is highly dependent on their personal presence and perceived extraordinary abilities.

Based on the above source, attempt the following five questions.

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276. A university Vice-Chancellor who consistently makes decisions based on principles of equity and fairness and works to instill these principles throughout the institution is demonstrating which type of leadership?
(A) Value-based Leadership
(B) Psychodynamic Leadership
(C) Cultural Leadership
(D) Transactional Leadership

277. The Psychodynamic Approach to leadership is unique because it focuses on:
(A) the leader's ability to articulate an inspiring vision.
(B) the exchange of rewards for performance between leaders and followers.
(C) the leader's influence on shaping organizational norms and traditions.
(D) the role of unconscious thoughts and past experiences in leadership dynamics.

278. Which leadership approach places a strong emphasis on the leader's role in using stories, rituals, and symbols to shape the organization's identity?
(A) Charismatic Leadership
(B) Cultural Leadership
(C) Psychodynamic Leadership
(D) Value-based Leadership

279. According to the passage, a potential weakness of Charismatic Leadership is its:
(A) over-reliance on a strong set of internal values.
(B) focus on unconscious and irrational

control, a cornerstone of QC. His student, W. Edwards Deming, championed a holistic, system-oriented approach, emphasizing management's responsibility and continuous improvement. C.K. Prahalad, though more focused on corporate strategy, contributed ideas about core competencies and value creation that resonate with the TQM philosophy of leveraging organizational strengths for superior performance and quality.

Based on the above source, attempt the following five questions.

291. Which stage in the evolution of quality is described as a proactive approach focused on preventing defects by improving systems and processes?
(A) Inspection
(B) Quality Control
(C) Quality Assurance
(D) Six Sigma

292. What is the defining characteristic of Total Quality Management (TQM) as described in the passage?
(A) It involves every member of the organization in a continuous improvement effort.
(B) It is a reactive process focused on finding defects after the fact.
(C) It exclusively uses statistical tools to monitor production outputs.
(D) It is a system managed solely by a dedicated quality department.

293. Which quality guru is specifically credited with developing statistical process control, a key element of Quality Control?
(A) W. Edwards Deming
(B) C.K. Prahalad
(C) Philip Crosby
(D) Walter Shewhart

294. The passage describes the evolution of quality management in which chronological order?
(A) Quality Control → Inspection → Quality Assurance → TQM
(B) Inspection → Quality Control → Quality Assurance → TQM
(C) TQM → Quality Assurance → Quality Control → Inspection
(D) Quality Assurance → TQM → Inspection → Quality Control

295. The management philosophy championed by W. Edwards Deming, as mentioned in the text, emphasizes:
(A) finding and removing defects after production is complete.
(B) focusing on corporate strategy and core competencies alone.
(C) management's responsibility for the system and continuous improvement.
(D) a reactive approach to quality through final inspection.

Direction : Please read the following source carefully.

Change is a constant in the educational landscape, and effective Change Management is a critical administrative skill. The need for planned change arises from various internal and external pressures, such as new technologies, policy shifts, or evolving stakeholder expectations. A classic framework for managing planned change is the Three-Step Model, which involves Unfreezing, Moving, and Refreezing. 'Unfreezing' is the process of creating motivation and readiness for change by challenging existing attitudes and behaviors. 'Moving' is the stage where the change is actually implemented, and new practices, values, and structures are introduced. 'Refreezing' involves stabilizing the organization at a new state of equilibrium, reinforcing the new behaviors through policies, rewards, and culture. From an international perspective, Japanese models like Just-in-Time (JIT), which aims to reduce waste by receiving goods only as they are needed, and Poka-yoke, a mistake-proofing technique, also offer insights into continuous improvement and efficiency. Assessing change requires analyzing its financial implications, including the Cost of Quality, which is broken down into Appraisal Costs (costs of inspection), Failure Costs (costs of defects), and Preventable Costs (costs to prevent errors). Quality assurance is upheld by agencies like the National Assessment and Accreditation Council (NAAC) in India and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), which set standards and promote quality initiatives globally.

Based on the above source, attempt the following five questions.

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(B) Bureaucratic approach
(C) Systems approach
(D) Taylorism

262. According to the passage, a primary criticism of the bureaucratic model of administration is its potential for:
(A) a lack of clear authority and rules.
(B) inflexibility and resistance to change.
(C) emotional and subjective decision-making.
(D) inefficiency due to a lack of specialization.

263. The Human Relations approach to administration was a reaction against which of the following?
(A) The idea that group dynamics and morale are irrelevant to productivity.
(B) The lack of a formal system of rules and regulations in management.
(C) The overemphasis on mechanistic and impersonal aspects of an organization.
(D) The focus on strategic planning and SWOT analysis in administration.

264. What key insight did the Human Relations approach contribute to administrative theory?
(A) That impersonality in decision-making leads to the fairest outcomes.
(B) That a clear hierarchy of authority is the most critical element for success.
(C) That economic incentives are the sole motivators for employees.
(D) That social and psychological factors significantly impact worker productivity.

265. An administrator who structures an institution with a rigid hierarchy, extensive formal rules, and specialized job roles is most closely following the principles of which administrative concept?
(A) Administration as a bureaucracy
(B) Human Relations approach
(C) Taylorism
(D) Organisational development

Direction : Please read the following source carefully.

Within educational administration, understanding the internal dynamics of an institution is crucial for effective leadership. Three key concepts in this domain are Organisational Compliance, Organisational Development, and Organisational Climate. Organisational Compliance refers to the extent to which members of an organization adhere to its prescribed policies, rules, and standards. It is often achieved through a system of controls, rewards, and sanctions. While essential for order and accountability, an overemphasis on compliance can stifle creativity and initiative. In contrast, Organisational Development (OD) is a planned, organization-wide effort to increase an institution's effectiveness and viability. It is a long-term strategy managed from the top, which seeks to improve organizational culture and processes through collaborative and data-driven interventions. OD focuses on enhancing trust, communication, and problem-solving capabilities among members, viewing the organization as a living system capable of growth. Interrelated with both is the concept of Organisational Climate, which refers to the collective perceptions and feelings of the members about their work environment. It is the perceived atmosphere of the workplace, encompassing aspects like leadership style, interpersonal relationships, and opportunities for growth. A positive and supportive organizational climate can foster higher job satisfaction and performance, while a negative climate can lead to conflict and low morale, ultimately impacting both compliance and the potential for successful organizational development.

Based on the above source, attempt the following five questions.

266. Which concept is described as a planned, long-term effort to improve an institution's overall effectiveness and health through collaborative interventions?
(A) Organisational Compliance
(B) Organisational Development
(C) Organisational Climate
(D) Organisational Bureaucracy

267. According to the passage, Organisational Compliance primarily deals with:
(A) the collective perceptions and feelings of employees.
(B) adherence to the organization's rules and policies.
(C) improving problem-solving capabilities through interventions.
(D) fostering a positive and supportive work

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ANSWERS

1. (B) The coordination of human and material resources to achieve specific educational goals.
Educational management involves orchestrating institutional resources by integrating staff, students, and facilities to meet academic objectives. It differs significantly from mere administration by emphasizing the strategic alignment of both people and materials. This complex process ensures efficiency and effectiveness within the learning environment. Effective management facilitates the smooth operation of schools or universities by focusing on specific outcomes and total resource optimization throughout the entire educational institution.

2. (A) Marketing
Educational administration primarily involves internal organizational processes like planning, organizing, and directing resources. While marketing is a necessary business function used by some private institutions, it is not traditionally viewed as a core administrative pillar in education. Administration focuses on creating a framework for teaching and learning through systematic oversight. It ensures that the institutional mission is achieved through internal structural efficiency and coordination rather than promotional activities.

3. (A) Both Statement I and Statement II are true.
The human relations approach recognizes that social dynamics and individual psychological needs within an organization significantly impact productivity. It highlights informal groups rather than just formal structures. Conversely, scientific management, often called Taylorism, emphasizes mechanical efficiency. It seeks to optimize output through careful task analysis and extreme specialization of work processes. Both theories represent foundational yet contrasting perspectives on how complex organizations should be managed and effectively operated.

4. (D) SWOT Analysis
Analyzing internal strengths and weaknesses alongside external opportunities and threats is the hallmark of the SWOT framework. This strategic planning tool helps educational leaders understand their institutional environment comprehensively. By identifying internal capabilities and external pressures, administrators can formulate more effective long-term plans. It provides a structured approach for decision-making and resource allocation. This method is widely used to improve institutional competitiveness and overall academic performance.

5. (C) It promotes personalized decision-making based on individual relationships.
Bureaucracy is defined by impersonal rules and a clear hierarchical structure designed to ensure fairness and consistency. Decisions in a bureaucratic system are based on established procedures rather than personal connections or individual whims. This impersonality prevents favoritism and ensures that all members are treated equally under the law. Favoring personalized decision-making based on relationships contradicts the core principle of rationality and objective administration within bureaucratic frameworks.

6. (B) Transformational Leadership focused on shared vision and growth.
Transformational leadership focuses on inspiring followers to transcend their individual self-interests for the benefit of the entire organization. This style emphasizes shared vision, intellectual stimulation, and personal growth for all members involved. Leaders using this approach aim to create a positive organizational culture that fosters innovation and commitment. Unlike transactional methods that rely on simple exchanges, transformational leadership seeks to empower individuals and achieve high-level institutional goals.

7. (D) Improvement in teacher job satisfaction and student engagement levels.
A supportive and collaborative organizational climate creates a positive environment where members feel valued and empowered. This atmosphere directly leads to higher levels of

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complex tasks. CPM is deterministic, suitable for projects with certain task durations, while PERT is probabilistic and better for uncertain activities like research. However, the critical path represents the longest possible duration of tasks, which determines the minimum time required to complete the entire project. Understanding the difference between task certainty and path duration is key to effectively using these models in university planning and institutional management.

66. (A) Developing Performance Indicators for assessing higher education institutions.
One of the key initiatives of the National Assessment and Accreditation Council is the development of performance indicators for evaluating higher education institutions. These indicators provide a structured framework for assessing various aspects of quality, including curriculum, teaching, research, and infrastructure. By using these standardized measures, NAAC ensures a fair and transparent accreditation process. This initiative encourages colleges and universities to monitor their own performance and strive for continuous improvement in line with national and international quality standards.

67. (C) To develop specialized relationships with a specific 'in-group'.
According to the Leader-Member Exchange theory, the role of a leader is to develop high-quality, specialized relationships with a select group of followers known as the "in-group." These individuals receive more attention, trust, and resources in exchange for higher commitment and performance. Other followers belong to the "out-group" and maintain a more formal, task-based relationship with the leader. The theory highlights that leadership is not a uniform process but involves managing different types of social exchanges within a team.

68. (D) Internal Failure Costs
Internal failure costs are expenses incurred when products or services do not meet quality standards and are identified before delivery to the customer. This category includes the costs of scrap, rework, re-testing, and any downtime caused by defects. By identifying these errors internally, the institution avoids the even higher costs and reputational damage associated with external failures. Measuring internal failure costs helps administrators identify systemic weaknesses in their processes and implement improvements to reduce waste and enhance overall operational efficiency.

69. (C) Statement I is true, but Statement II is false.
Statement I is true because administration as a process indeed involves interdependent functions like planning, organizing, and controlling. However, Statement II is false because the POSDCORB model was developed by Luther Gulick and Lyndall Urwick, not Frederick Taylor. Taylor is associated with scientific management, while POSDCORB belongs to the classical administrative school of thought. Understanding the correct origins of these management frameworks is important for grasping the historical development of administrative theory and its application in modern institutions.

70. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and Reason R correctly explains why a cultural shift is necessary for Total Quality Management. TQM is a company-wide philosophy that requires the active participation of every member to improve quality continuously. This shift can only happen if top management is fully committed and if employees are empowered to take responsibility for their work. The cultural change focuses on moving from a detection-based approach to a prevention-based mindset, ensuring that quality is built into every institutional process.

71. (D) Selling (high task, high relationship)
In the Hersey and Blanchard model, the selling style is recommended for followers who are unable but willing or confident. This style involves high task behavior and high relationship behavior. The leader provides both direction because the followers lack the necessary skills, and support to maintain their motivation and confidence. By combining guidance with socio-emotional support, the leader helps the followers develop the required competence while reinforcing their positive attitude. This situational approach ensures the leadership style matches the followers' readiness.

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15. (B) 2, 3 and 4 only
Management as a system views an organization as a set of interrelated parts working together toward a common goal. This perspective involves inputs, transformation processes, and outputs, making it an open system that interacts with its environment. Feedback is a crucial element that allows the system to self-regulate and adjust its operations. Unlike isolated views, this approach recognizes that changes in one part of the organization will inevitably affect all other internal subsystems.

16. (B) The personality types and emotional responses of leaders and followers.
The psychodynamic approach to leadership explores the unconscious motives, personality types, and emotional responses that influence interactions between leaders and followers. It seeks to understand how early childhood experiences and deeply ingrained psychological patterns shape leadership behavior. By analyzing these internal drivers, the approach provides insights into the complex emotional landscape of organizations. This perspective highlights the importance of self-awareness and psychological maturity in achieving effective and sustainable institutional leadership.

17. (B) Inspection
Inspection was the earliest stage in the evolution of quality management, focusing on detecting defects in finished products or services. This reactive approach involved checking items at the end of the production line to ensure they met specific standards. While it helped remove faulty goods, it did not address the root causes of the errors. Later stages, such as quality assurance, moved toward proactive prevention by focusing on the processes rather than just the final output.

18. (A) Emphasis on worker autonomy and empowerment.
Taylorism, or scientific management, focuses on extreme efficiency through task specialization and management control rather than worker autonomy. It involves the scientific study of every job element to find the most efficient method of performance. Workers are selected and trained scientifically for specific tasks, and there is a clear division of labor between management and staff. Autonomy and empowerment were not characteristics of this model, as it prioritized standardization and rigid supervision.

19. (C) Statement I is true, but Statement II is false.
Leader-Member Exchange theory suggests that leaders develop unique relationships with different subordinates, resulting in “in-groups” and “out-groups.” Statement I is true because it acknowledges these varying relationship types. However, Statement II is false because the theory explicitly states that subordinates are not treated uniformly. Those in the in-group receive more attention and resources, while the out-group has more formal interactions. Effective leadership in this model involves managing these diverse social dynamics.

20. (C) A is true but R is false.
Organisational development is a planned, long-range effort to improve institutional effectiveness through systematic interventions. While Assertion A correctly describes OD as a process for renewal and problem-solving, Reason R is incorrect. OD does not focus exclusively on structural changes; it heavily emphasizes human processes, interpersonal relationships, and cultural shifts. It integrates both structural and behavioral strategies to enhance the organization’s capacity to adapt to change and achieve its long-term academic or operational goals.

21. (C) Edward Deming
Edward Deming is widely recognized for promoting the PDCA cycle, which stands for Plan-Do-Check-Act. This iterative four-step management method is used for the continuous improvement of processes and products. Deming popularized this concept as part of his 14 points for management, emphasizing that quality is an ongoing journey rather than a destination. His work profoundly influenced modern quality management practices, encouraging organizations to use data and feedback for constant systemic refinement and institutional growth.

22. (B) Stabilizing the change and integrating it into the institutional culture.
Refreezing is the final stage of Kurt Lewin’s three-step model of change, designed to stabilize new behaviors and practices. It involves reinforcing

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teacher job satisfaction and increased student engagement in the learning process. When the internal culture fosters cooperation and mutual respect, it enhances institutional morale and productivity. Consequently, a healthy climate is essential for achieving academic excellence and maintaining a stable, motivated workforce within schools.

8. (A) Adherence to external laws, regulations, and internal policy standards.
Organisational compliance refers to the structured process of ensuring that an institution adheres to all relevant external laws and internal regulations. This includes following government mandates, safety standards, and ethical guidelines set by the governing body. Effective compliance programs minimize legal risks and protect the reputation of the educational institution. It provides a formal framework for accountability, ensuring that all administrative actions are lawful, ethical, and consistent.

9. (C) Blake and Mouton's Grid
The Managerial Grid, developed by Blake and Mouton, uses two dimensions to identify different leadership styles. One axis represents the leader's concern for people, while the other tracks their concern for production or task completion. By plotting these concerns, the grid defines styles such as impoverished management or team management. This model helps administrators understand their own behavioral tendencies and identify areas where they can improve leadership effectiveness.

10. (A) P-3, Q-4, R-2, S-1
The POSDCORB framework defines essential administrative functions. Planning involves outlining the necessary tasks in a broad sense to achieve objectives. Organizing refers to the creation of a formal authority structure within the institution. Staffing focuses on the entire personnel function, including hiring and training. Coordinating is about inter-relating different parts of the work to ensure synergy. These elements combined form a comprehensive guide for effective administrative functions and management processes.

11. (D) Social and psychological factors significantly influence worker productivity.
The human relations approach shifted the focus of administration from mechanical efficiency to the social and psychological needs of employees. It posits that productivity is deeply influenced by worker morale, informal group dynamics, and interpersonal relationships. This perspective suggests that satisfied and engaged employees perform better than those who are treated merely as components of a machine. It emphasizes the importance of communication, leadership support, and a positive social environment.

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12. (B) Transformational Leadership - Aims to maintain the status quo.
Transformational leadership is fundamentally about initiating change and inspiring followers to achieve a new vision for the organization. It does not aim to maintain the status quo; rather, it seeks to challenge existing practices to foster growth and innovation. In contrast, transactional leadership focuses on maintaining stability through exchanges. Transformational leaders act as change agents who motivate others to transcend current limitations and work toward significant, long-term institutional improvements.

13. (C) Administration as a process
Viewing administration as a process highlights the sequence of actions and functions required to achieve organizational goals. It involves systematically structuring activities like planning, organizing, and controlling to ensure that objectives are met effectively. This perspective emphasizes the dynamic nature of administration, where various interdependent steps work together to produce a desired outcome. It focuses on the functional reality of how administrators guide an institution through its daily and long-term operations.

14. (D) Critical Path Method (CPM)
The Critical Path Method is a project management tool used to determine the longest sequence of tasks that must be completed on time. By identifying all tasks and their dependencies, CPM helps administrators estimate the minimum duration required to finish a complex project. This method is particularly useful for university planning, where coordinating various research or construction activities is essential. It allows for efficient resource allocation and ensures institutional deadlines are met.

part, it also emphasizes that situational factors and learned behaviors are equally important for overall leadership success.

30. (A) 3, 1, 4, 2
The evolution of quality management followed a chronological path from reactive to proactive strategies. It began with inspection, which focused on detecting defects in finished products. This was followed by quality control, utilizing statistical methods to monitor processes. Quality assurance then emerged, focusing on preventing defects through proactive process design. Finally, Total Quality Management was developed as a holistic philosophy involving all members of the organization. This sequence represents the historical trend toward systemic institutional excellence.

31. (A) To evaluate and accredit higher education institutions based on set parameters.
The National Assessment and Accreditation Council is an autonomous body in India tasked with evaluating the quality of higher education institutions. NAAC uses a set of predefined parameters and performance indicators to assess colleges and universities, awarding them grades based on their performance. This accreditation process encourages institutions to maintain high academic standards and strive for continuous improvement. It provides students and stakeholders with a reliable measure of the quality of education offered by various institutions.

32. (B) Developing an institution's identity, culture, and capacity for sustainability.
Institutional building is a strategic process that focuses on developing an organization's identity, core values, and long-term capacity for sustainability. It goes beyond physical construction or basic administration by emphasizing the growth of human and cultural capital. This involves creating robust internal systems, fostering a shared vision, and building strong relationships with the community. Successful institutional building ensures that the organization can effectively fulfill its mission and adapt to future challenges and opportunities.

33. (B) Organisational Climate - The subjective perception of the internal work environment.
Organisational climate refers to the shared, subjective perceptions that employees have about their internal work environment and institutional culture. It encompasses factors like leadership support, communication, and the general atmosphere within the organization. Unlike formal structure, climate is experienced by members and influences their motivation and job satisfaction. Understanding climate is crucial for administrators as it directly impacts institutional productivity and teacher morale. It represents the "feeling" of the organization as perceived by those within it.

34. (A) Unfreezing
According to Kurt Lewin's model of change, unfreezing is the essential first step in any transformation process. It involves overcoming inertia and breaking down existing mindsets to create a readiness for change among staff. This stage requires communicating the need for the new system and addressing any potential resistance. By unfreezing the current state, the Vice-Chancellor prepares the organization for the subsequent moving and refreezing stages, ensuring a smoother implementation of the online feedback system.

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35. (B) P-4, Q-2, R-1, S-3
Different leadership models focus on specific key concepts. Fiedler's Contingency Model uses the Least Preferred Coworker scale to assess situational favorableness. Hersey and Blanchard's model emphasizes the readiness or maturity of followers. Leader-Member Exchange theory identifies the formation of in-groups and out-groups within a team. Blake and Mouton's Managerial Grid plots a leader's concern for both production and people. Matching these theories with their core concepts is vital for understanding various perspectives on leadership effectiveness.

36. (B) Both Statement I and Statement II are false.
Both statements are false because they swap the definitions of quality control and quality assurance. Quality assurance is actually the proactive process aimed at preventing defects by focusing on the overall process design. Conversely, quality control is the reactive process that focuses on detecting defects in the final product or service through inspection. Understanding this distinction is fundamental

the implemented changes so they become a permanent part of the organizational culture and routines. Without this stage, members might revert to old habits once the initial pressure for change subsides. Refreezing ensures that the new state of equilibrium is maintained, allowing the institution to sustain the benefits of the transformation over time.

23. (D) Error-proofing processes to prevent defects or failures.
Poka-yoke is a Japanese concept focused on "mistake-proofing" processes to prevent errors from occurring. It involves designing systems so that defects are either impossible to create or immediately obvious to the operator. This proactive approach to quality management reduces the need for extensive inspection and minimizes waste. In an educational context, it could involve designing administrative procedures that guide staff to enter data correctly, thereby ensuring high-level accuracy and institutional efficiency.

24. (A) Follower's readiness or maturity level.
The Hersey and Blanchard model posits that effective leadership depends on the readiness or maturity level of the followers. Readiness is defined as the combination of an individual's ability and willingness to perform a specific task. Leaders must adapt their style—ranging from telling to delegating—based on how prepared their subordinates are. This situational approach ensures that the leader provides the appropriate amount of direction and support needed for the followers to succeed in their roles.

25. (B) 3 and 4 only
Transformational leaders are characterized by their ability to inspire followers with a shared vision and encourage individual creativity. Unlike transactional leaders, they do not rely primarily on systems of rewards and punishments or focus solely on routine supervision. Instead, they provide intellectual stimulation and individualized consideration to help members grow and exceed expectations. They act as change agents who challenge the status quo, whereas leaders who operate strictly within the existing culture are more transactional.

26. (A) The total cost incurred to ensure a product or service meets quality standards, including costs of poor quality.
Cost of quality encompasses all expenses related to ensuring that products or services meet established standards. This includes prevention costs, appraisal costs, and failure costs associated with poor quality. It is not just the budget of a quality department but the total financial impact of quality-related activities. By measuring these costs, institutions can identify areas where improving processes will reduce waste and failure, ultimately leading to higher efficiency and better educational outcomes.

27. (D) Effectiveness
The Tri-dimensional Leadership Model adds effectiveness as the third dimension to the existing dimensions of task behavior and relationship behavior. Developed by Bill Reddin, this model suggests that any leadership style can be effective or ineffective depending on the situation. By incorporating effectiveness, the model provides a more comprehensive framework for evaluating leadership performance. It emphasizes that leaders must not only balance tasks and relationships but also adapt their behavior to achieve desired institutional results.

28. (B) Cost of inspecting and testing products.
Appraisal costs are those expenses incurred to determine the degree of conformance to quality requirements. This specifically includes the costs of inspecting, testing, and auditing products or services during or after the production process. These costs are necessary to identify defects before they reach the customer, but they do not prevent errors from occurring initially. In education, this might involve the costs associated with standardized testing or internal audits of academic programs and administrative functions.

29. (C) Trait Approach
The trait approach to leadership is based on the idea that effective leaders possess certain innate qualities or characteristics. These traits might include intelligence, self-confidence, determination, integrity, and sociability. Proponents of this theory believe that people are born with these specific attributes, which make them naturally suited for leadership roles. While modern research acknowledges that traits play a

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than the direct financial support of institutional building.

44. (B) Transactional Leadership
Transactional leadership is a style where leaders guide followers by clarifying roles and task requirements. It relies on a system of exchanges, where rewards are provided for good performance and punishments or corrections follow poor performance. This approach focuses on maintaining the status quo and ensuring that routine tasks are completed efficiently. While effective for meeting specific targets, it does not typically inspire the same level of commitment or innovation as transformational leadership, which focuses on vision.

45. (C) A is true but R is false.
Fiedler's Contingency Model correctly asserts that leadership effectiveness depends on matching a leader's style with the favorableness of the situation. However, Reason R is false because Fiedler believed that an individual's leadership style is actually quite stable and difficult to change. He argued that instead of trying to change a leader's style, organizations should focus on placing leaders in situations that fit their existing behavioral tendencies. This perspective emphasizes situational engineering over individual behavioral flexibility.

46. (D) Budgeting
In the POSDCORB acronym, the letter B stands for budgeting. This administrative function involves the fiscal planning, accounting, and control of financial resources within an organization. Budgeting is essential for ensuring that funds are allocated appropriately to meet institutional goals and that spending remains within authorized limits. It provides a formal structure for financial accountability and resource management, allowing administrators to track expenditures and plan for future academic and operational needs effectively.

47. (A) Benchmarking, a component of TQM
Benchmarking is a quality management process where an institution compares its own performance and practices against those of top-ranked organizations. By identifying the best practices used by leaders in the field, the university can set realistic targets for improvement and adopt successful strategies. This process is a core component of Total Quality Management, as it encourages continuous learning and institutional excellence. Benchmarking helps administrators understand their competitive position and drive meaningful progress within their academic programs.

48. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly differentiate between cost-effective analysis and cost-benefit analysis. CEA is used when project outcomes, such as educational achievements, are measured in natural units rather than money. CBA, however, requires both costs and benefits to be expressed in monetary terms to facilitate a direct financial comparison. Understanding these tools allows administrators to choose the appropriate method for evaluating the value and impact of various institutional programs and policy decisions.

49. (B) A leader who inspires through a compelling vision and strong communication.
A charismatic leader is defined by their exceptional personal qualities and their ability to inspire followers through a compelling vision and powerful communication. This type of leadership relies on the leader's perceived charm and magnetism rather than formal rules or routine exchanges. Charismatic leaders can motivate people to achieve extraordinary results by fostering strong emotional bonds and a sense of shared purpose. Their influence is often transformative, driving members to exceed their own perceived limits for the organization.

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50. (C) 1, 3, and 4
The International Network for Quality Assurance Agencies in Higher Education focuses on sharing information and promoting best practices in quality assurance globally. Its roles include disseminating current theories, commissioning research into quality practices, and providing advice to developing quality agencies. However, INQAAHE does not provide direct accreditation to individual universities or regulate tuition fees. It acts as a network for agencies like NAAC rather than a direct regulator or funding body, supporting the global community of quality assurance professionals.

51. (C) External Failure Costs
External failure costs are expenses incurred when products or services fail to meet quality standards after they have been delivered to the customer. This includes costs related to warranty claims, product returns, and handling customer complaints. These failures can significantly damage an institution's reputation and lead to long-term financial losses. In education, external failure costs might manifest as the consequences of poor student preparation or dissatisfaction among graduates and employers, leading to decreased institutional trust and enrollment.

52. (D) Follower readiness
In Fiedler's Contingency Model, situational favorableness is determined by three specific variables: leader-member relations, task structure, and position power. Follower readiness is actually a key component of a different leadership theory, the Hersey and Blanchard Situational Leadership Model. Fiedler focused on the degree of control the situation gives the leader, whereas Hersey and Blanchard focused on the maturity of the subordinates. Understanding these distinctions is crucial for correctly applying different leadership frameworks in various organizational contexts.

53. (C) Max Weber
Max Weber is the sociologist most famously credited with detailing the concept of bureaucracy as an ideal organizational structure. He described bureaucracy as being characterized by a clear hierarchy, division of labor, formal rules, and impersonality. Weber believed that this rational and efficient form of administration was necessary for managing large, complex organizations effectively. While the term is often used negatively today, Weber's original theory highlighted the benefits of consistency, fairness, and predictability in administrative processes.

54. (B) Manage the uncertain time estimates for activities in a complex project.
Program Evaluation and Review Technique is a project management tool specifically designed to handle projects with uncertain activity durations. It uses three time estimates for each task—optimistic, most likely, and pessimistic—to calculate the expected completion time. This probabilistic approach is particularly useful for research and development projects where task durations are not well-defined. PERT allows administrators to identify the critical path and manage project timelines more effectively in the face of institutional or technical uncertainty.

55. (D) It is primarily focused on the inspection of final products for defects.
Total Quality Management is a comprehensive management philosophy focused on continuous improvement and the prevention of defects through process refinement. It is not primarily focused on the inspection of final products, which is a reactive and limited approach. Instead, TQM involves every employee in the organization in a collective effort to enhance quality and ensure customer satisfaction. By shifting the focus from detection to prevention, TQM aims to build quality into every stage of the institutional operation.

56. (A) A strategic response to internal problems or external shifts for improvement.
The need for planned change in an organization typically arises from a strategic desire to address internal inefficiencies or respond to shifting external pressures. Planned change is a proactive and systematic effort to improve the organization's performance and ensure its long-term viability. It involves identifying the need for transformation, implementing new strategies, and stabilizing the new state. This process allows institutions to remain competitive and relevant in a dynamic educational environment by continuously adapting their practices.

57. (C) A decrease in failure costs and an eventual reduction in appraisal costs.
Implementing a successful TQM program leads to improved processes and fewer errors, which directly reduces internal and external failure costs. As the overall quality of the system improves and becomes more reliable, the need for extensive appraisal activities like constant inspection also decreases. This shift represents the economic benefit of focusing on prevention rather than detection. Ultimately, the total cost of quality is lowered as the institution becomes more efficient and produces fewer defects, enhancing overall academic performance.

58. (A) The alignment of actions with a shared set of ethical and moral values.

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Value-based leadership emphasizes that a leader's actions and decisions must be consistently aligned with a shared set of core ethical and moral values. This approach fosters a culture of trust, integrity, and accountability within the organization. Leaders using this style articulate a clear set of principles that guide the institution's mission and behavior. By embodying these values, the leader inspires others to act with integrity, creating a strong moral foundation for institutional building and long-term success.

59. (D) Country Club Management (1,9)
On Blake and Mouton's Managerial Grid, Country Club Management is characterized by a high concern for people and a low concern for production. A principal with this style focuses on creating a friendly, comfortable atmosphere and maintaining teacher morale but pays little attention to achieving academic targets or institutional efficiency. While the environment may be pleasant, the lack of focus on results can lead to lower academic standards. This style prioritizes interpersonal relationships over the achievement of core organizational goals.

60. (B) P-2, Q-3, R-1, S-4
Various gurus have made foundational contributions to management and quality theory. Walter Shewhart introduced statistical process control and control charts. Edward Deming developed the 14 points for management and popularized the PDCA cycle. C.K. Prahalad is known for the concept of core competence of the corporation. Kurt Lewin created the three-step model of change involving unfreezing, moving, and refreezing. Recognizing these contributions helps in understanding the historical development and theoretical basis of modern educational administration and management.

61. (C) Collaborative efforts to improve institutional processes and adaptability.
Organisational development in a university involves long-term, planned efforts to improve the institution's problem-solving capabilities and its ability to adapt to external changes. This is achieved through collaborative processes that engage staff and faculty in improving institutional culture and effectiveness. Unlike simple structural changes or physical construction, OD focuses on the human and social aspects of the organization. It aims to build a more resilient and effective institution by fostering communication, teamwork, and a shared commitment to continuous growth.

62. (D) Overcoming inertia and breaking down the existing organizational mindsets.
Unfreezing is the initial stage of Kurt Lewin's change model, focusing on preparing the organization for transformation. It involves overcoming inertia and breaking down existing mindsets that resist change. This stage requires administrators to communicate the urgency of the new initiative and create a psychological readiness among staff. By challenging the status quo, the unfreezing process creates the necessary motivation for individuals to abandon old habits and become open to new ways of operating within the institution.

63. (A) Organisational Climate
Organisational climate represents the collective perceptions and shared feelings that employees have about their work environment and the institution's culture. It is a subjective measure of the atmosphere within the organization, influenced by leadership styles, communication patterns, and interpersonal relationships. A positive climate fosters high morale and engagement, while a negative one can lead to dissatisfaction and turnover. Understanding and managing climate is essential for educational leaders seeking to create an environment conducive to effective teaching and learning.

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64. (B) Cost-Effective Analysis
Cost-effective analysis is used to compare different programs or interventions where the outcomes are measured in natural units rather than monetary terms. In this example, the outcome is "literacy points," making CEA the appropriate tool for determining which program provides the most benefit per dollar spent. This analysis helps administrators make informed decisions when goals are educational or social and difficult to value in money. It ensures that limited institutional resources are used most efficiently to achieve desired results.

65. (B) 1, 2, and 3 only
CPM and PERT are both network-based project management tools used for scheduling

to modern quality management, as it clarifies the different roles that prevention and detection play in institutional excellence.

37. (C) Delivering materials and goods exactly when they are required for production.
Just-in-Time is a management philosophy that focuses on delivering materials and goods exactly when they are needed in the production process. The primary goal of JIT is to minimize waste by reducing inventory levels and associated carrying costs. This system requires high levels of coordination and reliable suppliers. In an educational context, JIT principles could be applied to resource allocation or student support services, ensuring that help is provided precisely at the point of need.

38. (B) Reduce process variation to no more than 3.4 defects per million opportunities.
Six Sigma is a disciplined, data-driven methodology aimed at eliminating defects and reducing process variation. The term refers to a statistical goal where a process produces no more than 3.4 defects per million opportunities. This approach relies on rigorous analysis and continuous improvement to achieve near-perfect results. In education, Six Sigma can be applied to administrative processes or student outcomes to identify and eliminate systemic errors, thereby enhancing overall institutional quality and efficiency.

39. (D) Understanding and shaping the organization's values, norms, and beliefs.
The cultural approach to leadership emphasizes the leader's role in understanding, maintaining, and shaping the shared values, norms, and beliefs of an organization. In this view, leaders act as symbols who articulate the institutional identity and foster a sense of shared purpose among members. By influencing the organizational culture, leaders can drive commitment and guide behavior more effectively than through formal rules alone. This approach highlights the importance of shared meaning in achieving institutional goals.

40. (A) 1 and 3 only
Principles of educational management should prioritize democratic and participatory governance to ensure all stakeholders are involved in the decision-making process. Management must also be centered on achieving predefined educational objectives to remain effective and mission-driven. Being rigid and inflexible or prioritizing administrative convenience over student welfare contradicts modern educational philosophies. Effective management requires flexibility and a student-centered approach to adapt to the changing needs of learners and the community while maintaining academic standards.

41. (C) Monetary terms.
Cost-benefit analysis is a systematic approach where both the costs and the expected benefits of a project are measured in monetary terms. By converting all factors into a common financial unit, administrators can directly compare the total economic value of different options. This helps in determining if a project is financially viable and which alternative provides the best return on investment. CBA is widely used in institutional planning to justify expenditures and optimize the use of financial resources.

42. (A) Walter Shewhart
Walter Shewhart is known as the father of statistical quality control and is famous for introducing control charts. These charts are used to monitor process variation and determine if a process is in a state of statistical control. Shewhart's work laid the foundation for modern quality management by emphasizing the use of data and statistical analysis to improve reliability. His concepts were later expanded by other gurus like Deming, but his original contributions remain fundamental to the field.

43. (D) To provide direct infrastructure funding to universities and colleges.
The Quality Council of India is responsible for establishing a national accreditation structure and promoting quality standards across various sectors, including education. Its functions include representing India in international quality forums and encouraging the adoption of quality practices. However, QCI does not provide direct infrastructure funding to universities and colleges; that role typically falls under bodies like the University Grants Commission. QCI focuses on the framework and standards of quality rather

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72. (A) A manager's decisions in one department can have consequences for other departments.
Management as a system implies that an organization is composed of interrelated and interdependent parts. Because these parts are connected, a decision or action in one area, such as the admissions department, will inevitably impact others, like academic planning or student services. This holistic view encourages managers to consider the broader organizational consequences of their choices. It highlights that the institution functions as a unified whole rather than a collection of isolated silos, requiring coordination and systemic thinking.

73. (C) QA is a proactive system for prevention, while QC is reactive for detection.
The primary difference between quality assurance and quality control lies in their orientation toward defects. Quality assurance is a proactive system that focuses on the processes used to create a product or service, aiming to prevent defects before they occur. Quality control, conversely, is a reactive process focused on identifying and detecting defects in the final output through inspection and testing. While both are necessary, modern quality management emphasizes prevention through QA to reduce waste and improve institutional reliability.

74. (A) Autocratic decision making for efficiency.
Autocratic decision-making is not considered a core principle of educational administration, which instead emphasizes democratic and participatory governance. Effective educational administration focuses on the teaching-learning process and requires flexibility to adapt to the needs of students and the community. While efficiency is important, it should be achieved through collaboration and shared responsibility rather than top-down control. Principles like transparency, accountability, and student-centeredness are fundamental to creating a healthy and effective educational environment that supports academic growth and development.

75. (B) 1, 2, 4, and 5
Leadership approaches include the trait approach, which focuses on innate qualities, and transformational and transactional styles, which focus on change and performance exchanges. The cultural approach emphasizes shared values, while the psychodynamic approach explores unconscious psychological motives. Six Sigma, however, is not a leadership approach but a data-driven methodology for quality management and process improvement. Therefore, while Six Sigma is vital for institutional efficiency, it falls under the category of quality tools rather than theoretical frameworks for leadership behavior.

76. (B) The learning of new ideas and behaviors.
The moving or changing stage in Kurt Lewin's model represents the actual transition period where the organization shifts from the old state to a new one. During this phase, members learn new ideas, behaviors, and ways of working. It is a time of experimentation and adjustment as the implemented changes begin to take root. Administrators must provide support, training, and clear communication to help staff navigate this transition effectively. This stage is crucial for turning the planned change into operational reality.

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77. (C) C.K. Prahalad - Just-in-Time
The pairing of C.K. Prahalad with Just-in-Time is incorrect. Prahalad is famous for his work on the core competence of the corporation, while JIT is a Japanese management philosophy associated with companies like Toyota. The other pairs are correct: Shewhart introduced control charts, Deming developed the 14 points for management, and Lewin created the three-step change model. Accurately matching theorists with their contributions is essential for understanding the foundations of management, quality, and organizational change in an institutional context.

78. (D) Program
In the acronym PERT, the letter P stands for Program. The full name is Program Evaluation and Review Technique. This project management tool was originally developed for large-scale, complex programs where task durations were uncertain. It provides a structured method for evaluating the time required to complete each activity and the overall project. By using probabilistic time estimates, PERT helps administrators manage the complexities and risks associated with major institutional initiatives, ensuring that academic and operational goals are met on schedule.

79. (A) Motorola

The quality management methodology known as Six Sigma was originally developed by Motorola in the 1980s. It was created as a way to drastically reduce defects in manufacturing and improve overall process efficiency. Later popularized by companies like General Electric, Six Sigma has since been adopted across various industries, including the service and education sectors. It remains a powerful tool for organizations seeking to achieve high levels of quality and consistency by using data-driven analysis to eliminate systemic variation and errors.

80. (A) 1, 4, 3, 2
The development of leadership theories followed a general chronological sequence. It began with the trait approach, which focused on the inherent qualities of leaders. Next came behavioral models like the managerial grid, which looked at concern for people and production. This was followed by contingency models, such as Fiedler's, which emphasized matching style to the situation. Finally, transformational leadership emerged as a prominent contemporary theory. Understanding this evolution provides a historical context for the different perspectives used in modern institutional leadership.

81. (B) To share best practices through a global network of quality agencies.
A primary function of the International Network for Quality Assurance Agencies in Higher Education is to facilitate the sharing of best practices among its members. By providing a global network for quality assurance agencies, INQAAHE helps organizations like NAAC learn from international experiences and improve their own assessment processes. This collaboration promotes global standards for quality in higher education and supports the development of effective QA systems worldwide. It acts as a platform for dialogue, research, and expertise in the field of quality maintenance.

82. (A) Fiedler's Contingency Model
The Least Preferred Coworker scale is a foundational tool in Fiedler's Contingency Model. It is used to determine a leader's basic leadership style by asking them to rate the person they have least enjoyed working with. A high LPC score indicates a relationship-oriented style, while a low score suggests a task-oriented style. Fiedler used this scale to match leaders with situations that best suit their natural tendencies. This model highlights that leadership effectiveness is not just about behavior but about the situational fit.

83. (C) Costs of planning and training to prevent defects from occurring.
Preventable costs, also known as prevention costs, are investments made to ensure that defects do not occur in the first place. These include expenses for quality planning, employee training on quality methods, and process redesign. By spending money upfront on prevention, an organization can significantly reduce the much higher costs associated with failure and extensive inspection. In an educational setting, this could mean investing in faculty development and robust curriculum design to ensure high-quality student outcomes and institutional efficiency from the start.

84. (D) Transformational Leadership
A principal who inspires faculty through a shared vision and motivates them beyond routine tasks is exhibiting transformational leadership. This style focuses on creating meaningful change and fostering high levels of commitment and growth within the organization. By regularly meeting to exchange ideas and providing support, the leader builds trust and empowers staff to achieve academic excellence. Transformational leadership is particularly effective in educational settings where the goal is to inspire both teachers and students to reach their full potential through collective vision.

85. (A) P-3, Q-1, R-4, S-2
Administrative and management concepts focus on different areas of organizational performance. Taylorism is synonymous with scientific management and efficiency. The human relations approach emphasizes human factors and social needs in productivity. SWOT analysis is a standard strategic planning tool for identifying internal and external factors. CPM is a network analysis technique used for project scheduling. Correctly matching these terms with their descriptions is fundamental for understanding the various tools and theories used to manage and improve institutional and academic operations effectively.

86. (D) Statement I is false, but Statement II is true.

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Statement I is false because the cultural approach argues that leadership is not a universal phenomenon but is deeply influenced by the specific values and norms of the organization's culture. Statement II is true as the psychodynamic approach focuses on the unconscious psychological processes, like fantasies and defenses, that affect how leaders and followers interact. Understanding these distinctions allows administrators to appreciate the different layers—both cultural and psychological—that shape organizational behavior and influence the effectiveness of leadership within an institutional setting.

87. (D) To ensure the institution operates within legal and ethical boundaries.
The fundamental purpose of organizational compliance is to ensure that an institution operates within all applicable legal and ethical boundaries. This involves adhering to government regulations, safety standards, and internal policies. A robust compliance framework protects the institution from legal penalties, financial loss, and reputational damage. It also fosters a culture of integrity and accountability, ensuring that all members act responsibly. By maintaining compliance, administrators can ensure that the organization remains a trusted and stable entity within the educational community.

88. (A) An institution's values, capacity, and long-term viability.
Institutional building emphasizes the development of an organization's core values, internal capacity, and long-term viability. While routine administration handles daily tasks, institutional building focuses on creating a sustainable identity and culture. It involves fostering a shared mission, developing leadership at all levels, and building strong relationships with stakeholders. This process ensures that the organization can effectively meet its goals and adapt to future challenges. Successful institutional building transforms an organization from a simple administrative unit into a resilient and mission-driven entity.

89. (C) Transactional
Transactional leadership relies on a system of exchanges where followers receive rewards for meeting targets and face consequences for poor performance. This style focuses on the clarifying of roles and task requirements to achieve specific, short-term goals. While it ensures that routine work is done efficiently, it primarily motivates followers through extrinsic factors. It is effective for maintaining stability and order within an organization but does not typically inspire the same level of long-term commitment or innovation as transformational or charismatic leadership styles.

90. (A) 1, 2 and 4 only
SWOT analysis is a strategic planning tool that identifies internal strengths and weaknesses along with external opportunities and threats. It helps administrators understand the institution's current position and formulate plans for the future. Statement 3 is incorrect because SWOT is not primarily a tool for financial accounting, although financial data may be considered. By analyzing these four areas, an organization can capitalize on its strengths, address its weaknesses, seize new opportunities, and mitigate potential threats from the external environment.

91. (D) To provide a national accreditation structure and promote quality standards.
The Quality Council of India plays a vital role in promoting quality standards across the nation by establishing a comprehensive accreditation structure. Its primary mission is to lead a nationwide quality movement and represent India in international forums. While it supports quality in various sectors, including education, it does not directly accredit universities or set specific syllabi. Instead, QCI provides the framework and guidance necessary for other bodies to ensure institutional and industrial excellence, fostering a culture of quality throughout the country.

92. (B) Scientific Management (Taylorism)
Scientific management, or Taylorism, is built on the core tenet that management is a distinct field of study with universal principles applicable to any organization. Frederick Taylor believed that by applying scientific methods to tasks, productivity could be maximized in any setting. This approach emphasizes standardization, efficiency, and the development of a science for every element of work. While modern theories have evolved, the idea that management can be studied and optimized through rational analysis

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In an institutional context, JIT principles can be applied to managing resources or providing student support services, ensuring that assistance is provided precisely at the point of need. This approach emphasizes coordination and reliability in all processes.

107. (D) Exceptional personal qualities and compelling visionary outlook.
A charismatic leader's influence is rooted in their exceptional personal qualities and their ability to articulate a compelling visionary outlook. This type of leadership does not rely on formal institutional authority or routine exchanges of rewards. Instead, the leader's charm and magnetism inspire followers to develop a strong emotional attachment to the mission. This can lead to extraordinary levels of commitment and performance as members are moved by the leader's vision. Charismatic leadership is often transformative, driving significant growth and institutional change.

108. (B) Elton Mayo at the Hawthorne plant.
The human relations approach to administration originated from a series of studies conducted by Elton Mayo and his colleagues at Western Electric's Hawthorne plant. These studies revealed that social and psychological factors, such as employee morale and informal group dynamics, had a more significant impact on productivity than physical working conditions. This finding challenged traditional management theories and highlighted the importance of treating workers as human beings with social needs. The Hawthorne studies remain a cornerstone of organizational behavior and modern administrative theory.

109. (C) Administration as a process
When administration is defined as a series of actions directed toward achieving a specific goal, it is being viewed as a process. This perspective emphasizes the functional and dynamic nature of administration, where various steps like planning and organizing work together to produce a desired outcome. It focuses on how administrators guide an organization through a sequence of interdependent activities to ensure that institutional objectives are met effectively. This process-oriented view highlights the importance of coordination and systematic action in achieving academic success.

110. (B) P-3, Q-4, R-2, S-1
Different change management and quality concepts have specific roles. Unfreezing involves reducing inertia and creating motivation for change. Just-in-Time is a system designed to minimize inventory and waste. Poka-yoke is a Japanese mistake-proofing technique used to prevent errors. Refreezing focuses on stabilizing a change to make it a permanent part of the organization's culture. Correctly matching these concepts with their descriptions is vital for understanding the various strategies available to administrators for managing institutional transformation and improving overall process efficiency and reliability.

111. (A) INQAAHE
The International Network for Quality Assurance Agencies in Higher Education is an international organization dedicated to promoting quality assurance globally. It provides a platform for quality agencies from different countries to share information, research, and best practices. By fostering a global community of QA professionals, INQAAHE supports the development and maintenance of high standards in higher education worldwide. It plays a key role in ensuring that quality assurance processes are effective and that they contribute to the continuous improvement of institutions across the globe.

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112. (B) The maturity or readiness of the followers.
The Hersey and Blanchard model is a situational leadership theory that links leadership style to the maturity or readiness of the followers. Readiness is defined as a combination of an individual's ability and willingness to perform a specific task. Leaders must adjust their behavior—choosing from styles like telling, selling, participating, or delegating—based on the level of development of their subordinates. This approach ensures that the leader provides the appropriate balance of direction and support, leading to more effective task completion and follower development.

113. (B) Cost-Benefit Analysis
A cost-benefit analysis is a systematic process used to compare the monetary costs of a project with the monetary benefits it is expected to generate. By quantifying all factors in financial terms, administrators can determine if a project

understand the complexity of their organization and ensures that all institutional activities are aligned with the overall mission and objectives.

100. (B) 2, 3, and 4
Blake and Mouton's Managerial Grid is a two-dimensional model where the vertical axis represents concern for people and the horizontal axis represents concern for production. A score of (9,9) identifies the team management style, which is characterized by a high concern for both dimensions. While this style is often emphasized as ideal, the model does not claim it is always the most effective in every single situation, as context varies. These three statements correctly describe the structure and key style identified within the grid's theoretical framework.

101. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly define the scope and utility of cost-benefit analysis and cost-effectiveness analysis. CBA requires a complete monetization of all project benefits to allow for a direct financial comparison. In contrast, CEA is specifically designed for situations where outcomes, like educational or social improvements, are difficult to value in monetary terms. Understanding these differences allows institutional leaders to select the most appropriate analytical tool for evaluating the value and impact of various academic programs and policy initiatives.

102. (B) A commitment to continuous improvement involving the whole organization.
Total Quality Management is best summarized as a management philosophy that demands a long-term commitment to continuous improvement. It involves every member of the organization, from top management to frontline staff, in a collective effort to enhance quality and ensure customer satisfaction. TQM emphasizes process improvement and defect prevention rather than just final inspection. By fostering a culture of quality, the institution aims to achieve sustained excellence in all its academic and administrative functions, ultimately leading to better outcomes for all stakeholders.

103. (D) Determine the degree of conformance to quality requirements.
Appraisal costs are those expenses incurred specifically to determine whether products or services conform to established quality standards. This includes the costs of inspection, testing, and conducting quality audits throughout the production process. These activities are necessary to identify defects before they reach the final user, ensuring institutional reliability. While appraisal does not prevent errors, it provides the data needed to monitor quality levels. By measuring these costs, administrators can better understand where improvements are needed to enhance overall institutional performance.

104. (A) Least Preferred Coworker (LPC) Scale
In Fiedler's Contingency Model, a leader's basic style is measured using the Least Preferred Coworker scale. Leaders are asked to describe the person they have worked least well with; those who describe their LPC in positive terms are relationship-oriented, while those who use negative terms are task-oriented. Fiedler believed this scale reveals a leader's fundamental personality and that this style is relatively stable. This measurement is then used to determine the best situational fit for the leader within the organization's structure.

105. (C) Supervising
The acronym POSDCORB, which stands for Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting, does not include supervising as a distinct lettered function. While supervision is certainly a part of the overall administrative process, it is typically subsumed under the functions of directing or coordinating within this specific model. Understanding the exact elements of POSDCORB is essential for grasping the classical administrative theory developed by Gulick and Urwick and its application in structuring and managing complex educational and organizational institutions.

106. (A) Minimize waste by reducing inventory and carrying costs.
The primary objective of the Japanese Just-in-Time model is to minimize waste by reducing inventory levels and the costs associated with storing them. By delivering materials exactly when they are needed for production, organizations can operate more efficiently and respond more quickly to changes in demand.

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120. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and the reason correctly explains why cost-effectiveness analysis is valuable in certain contexts. In CEA, benefits are measured in natural or non-monetary units, such as improvements in student learning or health outcomes. This makes the analysis particularly useful for comparing programs where the goals are social or educational and difficult to value in monetary terms. By using CEA, administrators can determine which program achieves the best results for the resources invested, ensuring efficient institutional decision-making.

121. (C) More attention and support from the leader.
According to the Leader-Member Exchange theory, subordinates who achieve "in-group" status develop a high-quality relationship with their leader. As a result, they receive more attention, resources, and emotional support than those in the "out-group." This special relationship often leads to higher levels of commitment, performance, and job satisfaction among in-group members. The theory highlights that leadership is not a uniform process and that the quality of individual social exchanges can significantly influence organizational outcomes and the professional growth of followers.

122. (A) Quality Assurance
Quality assurance represents a critical shift in the evolution of quality management from a reactive, detection-based approach to a proactive, prevention-based one. While earlier methods like inspection and quality control focused on identifying defects in finished products, quality assurance focuses on improving the processes used to create them. By designing quality into the system and preventing errors from occurring, organizations can achieve more consistent and reliable results. This proactive focus on process improvement is a fundamental principle of modern quality management and institutional building.

123. (D) The actual implementation of the change.
The moving stage of Kurt Lewin's model for planned change corresponds to the actual implementation of the transformation. During this phase, the organization transitions from the old state to a new one, as members learn and adopt new ideas, behaviors, and procedures. It is a period of active change where the planned improvements are put into practice. Administrators must provide the necessary guidance and support to help staff navigate this transition effectively, ensuring that the new practices are successfully integrated into the institution's operations.

124. (B) Granting degrees on behalf of member agencies.
Granting degrees is not a function of the International Network for Quality Assurance Agencies in Higher Education. INQAAHE is a network designed to disseminate information, commission research, and provide advice to quality assurance agencies globally. It supports the global community of QA professionals but does not have the authority to grant academic degrees. Its primary goal is to share expertise and best practices to help its member agencies improve the quality and maintenance of higher education standards within their respective national and regional contexts.

125. (A) 1, 2, and 3
The human relations approach, which emerged from the Hawthorne studies, views organizations as complex social systems. It emphasizes that employee morale, satisfaction, and positive social interrelationships are critical factors influencing productivity. Statements 4 and 5 are incorrect because the approach does not view informal groups as negative, nor does it prioritize technical aspects over human factors. Instead, it highlights the importance of understanding and addressing the social and psychological needs of workers to create a more effective and productive organizational environment.

126. (D) The concept of core competencies of the corporation.
C.K. Prahalad is a renowned management guru famously known for his work on the concept of core competencies. He argued that an organization's long-term success depends on its ability to identify and leverage its unique strengths and capabilities. Core competencies are the collective learning and skills that provide a sustainable competitive advantage. In an institutional setting, identifying core competencies can help administrators focus their

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is economically viable and which alternative offers the best return on investment. CBA is a powerful tool for decision-making in institutional planning, as it provides a clear and objective basis for justifying expenditures and optimizing the allocation of limited financial and human resources.

114. (A) Authority-Compliance Management
On Blake and Mouton's Managerial Grid, a leader with a high concern for production and a low concern for people is described as practicing authority-compliance management. This style focuses on achieving high levels of task efficiency and productivity by arranging work conditions in a way that minimizes the interference of human elements. While effective for meeting short-term targets, this approach can lead to low employee morale and dissatisfaction. It represents a highly task-oriented leadership style that prioritizes results over interpersonal relationships and employee welfare.

115. (A) 1, 2, and 4
The functions of educational administration are broad and include planning future actions, organizing resources, and directing personnel toward goals. Statement 3 is incorrect because administration is not limited to financial management; it encompasses all activities required to run an institution effectively. This includes supporting the teaching-learning process, managing staff, and ensuring that educational objectives are met. By performing these diverse functions, administrators create a stable and effective environment that allows students and faculty to achieve their full potential within the institution's framework.

116. (D) Internal and External
In the cost of quality framework, failure costs are divided into internal and external categories. Internal failure costs are those incurred when defects are identified before a product or service is delivered to the customer, such as the costs of rework and scrap. External failure costs occur after delivery and include expenses related to warranty claims and customer complaints. Understanding these categories helps organizations identify where quality problems are occurring and implement targeted improvements to reduce waste and protect the institution's reputation and financial stability.

117. (C) Edward Deming
Edward Deming is a renowned quality guru who emphasized that top management is responsible for the majority of quality problems in an organization. He promoted a 14-point philosophy for quality improvement, which encouraged organizations to move away from mass inspection and toward continuous improvement and systemic change. Deming's work highlighted the importance of leadership commitment, employee training, and the use of data for decision-making. His teachings profoundly influenced modern quality management practices, encouraging institutions to build quality into every process and operation.

118. (B) Systematic improvement of institutional effectiveness through planning.
Organisational development is a planned, long-term effort to systematically improve institutional effectiveness and health. It involves using behavioral science knowledge to implement interventions that enhance the organization's problem-solving and renewal processes. OD focuses on improving human and social processes, such as communication and teamwork, as well as institutional structures. By fostering a culture of continuous learning and adaptability, organizational development helps institutions meet their academic goals and respond effectively to the challenges of a dynamic and changing educational environment.

119. (D) Statement I is false, but Statement II is true.
Statement I is false because the trait approach failed to identify a definitive, universal set of traits that guarantee leadership success across all situations. Modern research has shown that situational factors are equally important. Statement II is true as the psychodynamic approach uniquely focuses on the emotional and psychological aspects of the relationship between leaders and followers, exploring unconscious motives and deeply ingrained behaviors. Understanding both the limitations of traits and the depth of psychological factors is essential for a comprehensive view of leadership in organizations.

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remains a foundational concept in the history of administration.

93. (C) Detection of defects to prevention of defects.
The evolution of quality management represents a fundamental shift from a reactive to a proactive mindset. Early stages like inspection focused solely on the detection of defects in finished products. Modern approaches, culminating in Total Quality Management, focus on the prevention of defects by improving the overall process. This shift emphasizes that quality should be built into the system from the start rather than checked for at the end. By preventing errors, organizations can reduce waste, lower costs, and ensure consistent institutional excellence.

94. (D) The dimension of effectiveness.
Reddin's Tri-dimensional Model extends the managerial grid by adding effectiveness as a crucial third dimension. It suggests that any leadership style—whether focused on tasks, relationships, or both—can be effective or ineffective depending on the situation. This model emphasizes that there is no single "best" style; rather, a leader's success depends on their ability to adapt their behavior to achieve desired outcomes in a given context. By incorporating effectiveness, Reddin provided a more practical framework for evaluating and developing leadership in real-world organizations.

95. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and the reason correctly explains the philosophy behind Poka-yoke. This Japanese model aims to design processes so that mistakes are either impossible or immediately apparent, effectively error-proofing the system. The core belief is that most defects are caused by systemic flaws rather than human negligence. By focusing on the process itself, organizations can prevent errors from occurring, which is more efficient than relying on constant inspection. Poka-yoke is a key tool for achieving high-level quality and institutional reliability.

96. (B) Measuring and evaluating the performance and quality of a higher education institution.
In the NAAC framework, performance indicators are standardized measures used to evaluate the quality of higher education institutions. These indicators cover various areas such as curriculum, teaching-learning processes, research output, and infrastructure. By providing a clear and objective basis for assessment, they allow NAAC to award grades that reflect an institution's overall academic standing. This process encourages colleges and universities to monitor their own performance and strive for excellence, providing stakeholders with a reliable measure of the quality of education provided.

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97. (B) Trait Approach
The trait approach to leadership focuses on identifying specific personal characteristics, such as intelligence, self-confidence, and integrity, that distinguish leaders from non-leaders. This theory suggests that people who possess these innate qualities are more likely to be successful in leadership roles. While modern research acknowledges that traits are not the only factor in leadership success, they are still considered important predictors of a person's potential to lead. This approach provides a framework for understanding the internal attributes that contribute to effective institutional leadership.

98. (A) Facilitate the teaching-learning process effectively and efficiently.
The primary goal of educational administration is to create and maintain an environment that effectively facilitates the teaching-learning process. All administrative functions, such as planning, organizing, and directing, are ultimately directed toward ensuring that students receive a high-quality education. This includes managing resources, supporting faculty, and ensuring institutional efficiency. While other goals like discipline or research are important, they are secondary to the core mission of enabling successful educational outcomes for all learners within the institution.

99. (C) Management as a system
Management as a system views an organization as a set of interdependent parts that must work together to achieve a unified goal. This perspective recognizes that an organization is an open system that interacts with its changing environment, involving inputs, processes, and outputs. A decision in one area affects all other parts of the system, requiring coordination and holistic thinking. This approach helps administrators

resources on the areas where they can provide the most value, leading to sustained academic excellence and overall institutional growth.

127. (A) Authoritative
Authoritative is not one of the four leadership styles identified in the Hersey and Blanchard Situational Leadership Model. The four specific styles in this model are telling, selling, participating, and delegating. Each style corresponds to a different level of follower readiness, ranging from unable and unwilling to able and willing. By correctly matching their style to the readiness of their subordinates, leaders can provide the appropriate balance of direction and support needed for effective task performance and individual growth within the organization's structure.

128. (B) A reduction in legal risks and penalties for institutional failures.
Implementing a robust organizational compliance program leads to a significant reduction in legal risks and potential penalties for institutional failures. By ensuring that the organization adheres to all external laws and internal regulations, administrators protect the institution from financial loss and reputational damage. Compliance programs foster a culture of accountability and integrity, ensuring that all administrative and academic actions are conducted lawfully and ethically. This structured approach to regulation provides a foundation for institutional stability and trust within the broader educational community.

129. (B) Rationality, efficiency, and impersonality.
Max Weber proposed the concept of bureaucracy as an ideal organizational form to emphasize rationality, efficiency, and impersonality. He believed that a structure characterized by clear hierarchy, formal rules, and division of labor was necessary for managing large, complex organizations effectively. By applying rules impersonally to all members, bureaucracy aims to ensure fairness and prevent favoritism. Weber's theory highlighted the importance of predictability and objective decision-making in administrative processes, providing a foundation for modern organizational structure and management in both public and private sectors.

130. (A) 3, 1, 2
The correct chronological sequence for Kurt Lewin's three-step model of planned change is unfreezing, moving, and then refreezing. The process begins with unfreezing to overcome inertia and prepare members for change. This is followed by the moving stage, where the actual transformation and learning of new behaviors take place. Finally, refreezing occurs to stabilize the new state and integrate the changes into the organizational culture. Following this sequence ensures that change is introduced thoughtfully and maintained permanently within the institutional framework.

131. (C) A management philosophy for improvement with participation from all.
Total Quality Management is best defined as a comprehensive management philosophy focused on continuous improvement with the active participation of every member of the organization. Unlike limited inspection or statistical tools, TQM is a holistic approach that aims to enhance quality in all academic and administrative functions. It emphasizes process improvement, defect prevention, and customer satisfaction as core institutional goals. By involving everyone in a collective effort to strive for excellence, TQM builds a sustainable culture of quality throughout the entire organization.

132. (D) P (Planning)
Management by Objectives is a practice that aligns most closely with the planning function in the POSDCORB framework. MBO involves the collaborative process of setting clear, measurable goals for an organization and its individual members. These objectives then guide all subsequent administrative actions and performance evaluations. By focusing on goal-setting, MBO provides a structured approach to institutional planning and ensures that all activities are aligned with the overall mission. This alignment between individual and organizational targets is a key feature of effective institutional management.

133. (D) Transactional Leadership
A leader who focuses on guiding followers by clarifying roles and task requirements is practicing transactional leadership. This style relies on a system of exchanges where

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rewards are provided for good performance and corrections follow errors. It is effective for maintaining order and ensuring that routine institutional tasks are completed efficiently. While it does not typically inspire transformative change, transactional leadership provides the structure and accountability needed to meet specific, short-term targets. It represents a highly task-oriented approach to leadership focused on routine organizational stability.

134. (B) To lead a nationwide quality movement through a national accreditation structure.
A key objective of the Quality Council of India is to lead a nationwide quality movement by establishing a robust national accreditation structure. QCI works to promote the adoption of quality standards across all sectors of the Indian economy, including education. By providing a framework for accreditation and representing India in international quality forums, QCI helps institutions achieve high levels of excellence and reliability. Its mission is to foster a culture of quality that enhances the nation's overall competitiveness and the standard of its institutions.

135. (C) P-2, Q-4, R-3, S-1
In the Hersey-Blanchard model, leadership styles are matched to follower readiness levels. Telling is for followers who are unable and unwilling or insecure. Selling is appropriate for those who are unable but willing or confident. Participating is used for followers who are able but unwilling or insecure. Delegating is recommended for those who are both able and willing or confident. Matching style to readiness is essential for providing the right balance of direction and support to ensure successful task completion and individual growth within the organization.

136. (A) It stabilizes new operations into the culture, preventing old habits.
The refreezing step is crucial in change management because it stabilizes new behaviors and practices within the organizational culture. By reinforcing the implemented changes, administrators prevent members from reverting to old, familiar habits once the initial pressure for transformation has subsided. Refreezing ensures that the new state of equilibrium becomes the routine, allowing the institution to sustain the long-term benefits of the change. This final stage is essential for making planned transformation a permanent and integral part of the organization's successful operation and academic mission.

137. (C) CPM is used for projects with well-defined activities and time estimates, while PERT is for projects with uncertainty.
The primary difference between CPM and PERT lies in their approach to task duration and project uncertainty. CPM is a deterministic model suitable for projects where activity times are well-known and consistent, such as construction. In contrast, PERT is a probabilistic model designed for projects with significant uncertainty in task completion times, like research and development. Both models use network diagrams to identify the critical path, but they serve different needs based on the predictability of the activities involved in institutional planning and management.

138. (A) Improve customer satisfaction by reducing and eliminating defects.
The main goal of a Six Sigma initiative is to improve customer satisfaction by using a data-driven approach to reduce and eliminate defects in processes. By minimizing process variation, organizations can achieve near-perfect results, defined as no more than 3.4 defects per million opportunities. In an educational context, Six Sigma can be applied to improve administrative accuracy, student services, and academic outcomes. This rigorous methodology enhances institutional quality and reliability, leading to a more effective and efficient organization that better serves its students and other stakeholders.

139. (D) A university revising its mission and investing in faculty culture.
Institutional building is best exemplified by long-term efforts that develop an organization's identity, mission, and culture. Revising a university's mission and investing in faculty development focuses on building the human and social capital necessary for sustainability and academic excellence. This process goes beyond physical infrastructure or routine administrative tasks by fostering a shared vision and a commitment to institutional growth. Successful institutional building ensures that the organization remains resilient and continues to

fulfill its core educational mission effectively in a changing environment.

140. (C) 1, 2, and 4
Transformational leadership is a process that changes and transforms people by focusing on their emotions, values, ethics, and long-term goals. It involves an exceptional form of influence that inspires followers to accomplish more than what is usually expected. Statement 3 is incorrect because transformational leadership does not rely primarily on contingent rewards and punishments; that is the hallmark of transactional leadership. Instead, it uses intellectual stimulation and individualized consideration to empower members and foster high levels of commitment and innovation within the organizational structure.

141. (C) Prevention Costs
Costs associated with quality planning, process control, and employee training are classified as prevention costs. These are investments made to ensure that defects and errors do not occur in the first place. By spending money on prevention, an organization can reduce the much higher costs associated with failure and inspection. In an educational setting, this means investing in faculty training and curriculum development to ensure high-quality student outcomes from the start. This proactive approach to quality management improves institutional efficiency and leads to long-term academic excellence.

142. (D) Blake and Mouton's Managerial Grid
Concern for people and concern for production are the two primary dimensions used in Blake and Mouton's Managerial Grid. This model plots these concerns on a grid to identify various leadership styles, such as impoverished management, country club management, and team management. By understanding their position on the grid, leaders can identify their dominant behavioral tendencies and work toward achieving a more balanced and effective leadership style. This framework is a valuable tool for analyzing how different administrative behaviors impact institutional productivity and employee morale.

143. (A) Philip Crosby
Philip Crosby is the quality guru who famously advocated for a "zero defects" mindset. He believed that quality is free because the costs of prevention are always less than the costs of failure. Crosby's philosophy emphasizes that doing things right the first time is the only acceptable standard. He encouraged organizations to set high expectations and eliminate the culture of allowing a certain level of error. This approach focuses on prevention and process improvement to achieve perfect results, enhancing overall institutional reliability and academic excellence.

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144. (D) Statement I is false, but Statement II is true.
Statement I is false because organizational climate is not an objective measure of physical assets but a subjective perception of the internal work environment. Statement II is true as organizational development is indeed a systematic approach to planned change aimed at improving institutional effectiveness. Understanding the difference between these concepts is crucial for administrators. While climate reflects how members feel about their environment, OD provides the tools and strategies for deliberately improving that environment and the organization's overall capacity to achieve its academic mission.

145. (D) A is false but R is true.
Assertion A is false because the trait approach does not provide a definitive list of traits that guarantee successful leadership in all situations. Research has consistently shown that no single trait ensures effectiveness. Reason R is true because it accurately states that while certain traits are associated with leadership potential, their importance depends heavily on the specific situation and context. Modern leadership theory acknowledges that effectiveness is a result of the interaction between the leader's traits, their behavior, and the various factors within the organizational environment.

146. (A) Interrelated and interdependent parts that produce a unified whole.
In the context of "management as a system," a system is best described as a collection of interrelated and interdependent parts that work together to produce a unified whole. This perspective recognizes that an organization is more than just its individual departments; it is an

level of readiness. This model emphasizes that leaders must adapt their behavior based on the development level of their subordinates. By correctly matching their style to follower readiness, administrators can provide the appropriate balance of direction and support needed for effective task performance.

160. (B) P-3, Q-1, R-2, S-4
Organizational and institutional terms have distinct focuses. Organizational climate refers to the shared perceptions of the internal environment. Organizational development is a long-term, planned effort to improve problem-solving capabilities. Organizational compliance involves adherence to laws and standards. Institutional building focuses on developing an organization's capacity and identity for long-term effectiveness. Matching these terms with their descriptions is essential for understanding the various strategies and concepts used to manage and improve an educational institution's culture, performance, and legal standing effectively in a complex and changing academic environment.

161. (B) Product to process.
The transition from quality control to quality assurance marks a significant shift in focus from the product to the process. Quality control is a reactive method that seeks to identify defects in the final product through inspection and testing. In contrast, quality assurance is a proactive approach that aims to prevent defects by improving the processes used to create the product or service. This shift emphasizes systemic improvement and long-term reliability. By focusing on process design, institutions can build quality into every stage of their operation, reducing waste and enhancing excellence.

162. (A) Followers feel motivated and develop higher institutional commitment.
When a leader consistently applies a transformational leadership style, followers are likely to feel more motivated and develop higher levels of institutional commitment. This approach inspires members by communicating a compelling vision and encouraging personal growth. Transformational leaders provide intellectual stimulation and individualized consideration, which empowers followers to exceed their own expectations and work toward the organization's goals. This results in a more engaged and committed workforce, fostering a positive organizational culture and achieving significant long-term success for the institution and its academic mission.

163. (C) The significance of social and psychological factors in the workplace.
The primary contribution of the human relations approach was the recognition that social and psychological factors are critical to workplace productivity. This perspective, emerging from the Hawthorne studies, challenged traditional theories that viewed workers as simple machines motivated only by money. It highlighted the importance of employee morale, informal groups, and positive interpersonal relationships. By addressing the human side of management, administrators can create a more effective and motivated workforce. This approach emphasizes that understanding and valuing employees' social needs is essential for achieving high-level institutional and organizational performance.

164. (D) To provide a framework for internal and external institutional assessment.
The main role of NAAC's performance indicators is to provide a structured framework for both internal and external institutional assessment. These indicators allow colleges and universities to monitor their own quality and standing, while also providing an objective basis for NAAC's formal accreditation process. By assessing areas like curriculum, research, and infrastructure, the indicators ensure a comprehensive and fair evaluation of institutional quality. This framework encourages continuous improvement and academic excellence, helping institutions meet national and international standards for higher education and providing reliable information to all stakeholders.

165. (D) 1, 2, 3, and 4
Cost-benefit analysis and cost-effectiveness analysis are both essential tools for evaluating programs. In CBA, benefits are valued in monetary terms to determine if they outweigh costs. In CEA, outcomes are measured in natural units, making it useful for comparing programs with similar social or educational goals. Both methods provide a structured way for administrators to assess the value and efficiency of institutional

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153. (C) Leaders form different quality relationships with different followers (in-groups and out-groups).
The central premise of Leader-Member Exchange theory is that leaders do not treat all followers uniformly but instead form different quality relationships with each of them. This results in the formation of "in-groups," who have high-quality relationships and receive more resources, and "out-groups," who have more formal, task-based interactions. The theory suggests that these varying relationship types significantly influence follower commitment, performance, and job satisfaction. Understanding these social dynamics is crucial for effective leadership, as it highlights the importance of managing individual exchanges within a diverse team.

154. (A) Prevention Costs
Costs associated with training employees on quality procedures and redesigning products to improve quality are examples of prevention costs. These are proactive investments made to ensure that defects and errors do not occur in the first place. By focusing on prevention, an organization can reduce the much higher costs associated with failure and inspection. In an educational setting, this could mean investing in faculty development and robust curriculum design to ensure high-quality student outcomes. This approach improves institutional efficiency and leads to sustained excellence in all academic and administrative functions.

155. (D) Follower motivation
Follower motivation is not one of the three situational factors in Fiedler's Contingency Model. The three variables that determine situational favorableness in this model are leader-member relations, task structure, and position power. Fiedler focused on the degree of control the situation gives the leader, believing that a leader's style should be matched to these factors for maximum effectiveness. Understanding these specific variables is essential for applying Fiedler's theory correctly to analyze leadership performance and determine the best situational fit for an administrator within an institution's organizational structure.

156. (B) Low concern for production, high concern for people.
The country club management style in Blake and Mouton's grid is characterized by a high concern for people and a low concern for production. A leader using this style focuses on creating a friendly, comfortable work environment and maintaining high morale but pays little attention to achieving task efficiency or academic targets. While this approach can lead to high employee satisfaction, it may also result in lower institutional productivity. This style prioritizes interpersonal relationships and a pleasant atmosphere over the achievement of core organizational goals and academic standards.

157. (C) Cost-Effectiveness Analysis
Cost-effectiveness analysis is the appropriate tool for a university to determine which method provides the best student retention outcome for the money spent. In this case, the benefit is measured in a natural unit—retention percentage—rather than a monetary value. CEA allows administrators to compare the relative efficiency of different programs with similar goals. By using this analysis, the university can make an informed decision on how to allocate its limited resources most effectively to achieve the highest possible impact on student success and institutional growth.

158. (D) Strengths
In a SWOT analysis, the letter S stands for strengths. This part of the strategic planning process involves identifying the internal positive attributes and resources of an organization. Strengths are what the institution does well and what gives it a competitive advantage. By understanding their strengths, administrators can build on their successes and capitalize on their core competencies to achieve institutional goals. This analysis provides a foundation for developing effective strategies that leverage the organization's unique capabilities and foster long-term sustainability and academic excellence within the educational community.

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159. (D) Statement I is false, but Statement II is true.
Statement I is false because the telling style in Hersey and Blanchard's model is recommended for followers with low readiness, not high. Statement II is true as the delegating style is indeed most appropriate for followers who are both able and willing, representing the highest

open system that interacts with its environment. A decision or change in one part of the system will inevitably affect all other parts. This holistic view encourages administrators to coordinate their actions and consider the systemic consequences of their institutional choices and policies.

147. (B) Eliminate defects by making errors impossible or immediately apparent.
The primary purpose of Poka-yoke is to eliminate defects by error-proofing processes. This involves designing systems so that mistakes are either impossible to make or are immediately detected when they occur. This proactive approach to quality management reduces waste and the need for extensive inspection. In an educational context, Poka-yoke principles can be applied to administrative procedures or student data entry to ensure high levels of accuracy and institutional reliability. By focusing on process design, organizations can prevent errors before they impact quality or academic outcomes.

148. (D) Directing
In the POSDCORB framework, the letter D stands for directing. This essential administrative function involves the continuous process of making decisions and embodying them in specific and general orders and instructions. Directing also encompasses the role of the leader in motivating and guiding staff toward the achievement of organizational goals. It is the active, leading part of administration that ensures that plans are put into action effectively. For an educational administrator, directing is key to managing personnel and ensuring that the institution's academic mission is successfully fulfilled.

149. (B) NAAC
The core function of assessing and accrediting higher education institutions against a set of predefined standards and performance indicators belongs to the National Assessment and Accreditation Council in India. NAAC uses these measures to evaluate institutional quality in areas like curriculum, teaching, and research. This process provides a formal grade that reflects the institution's overall academic standing. By undergoing this assessment, colleges and universities are encouraged to monitor their own performance and strive for continuous improvement, ensuring that they meet national standards for educational excellence and reliability.

150. (A) 1, 2, and 4
Taylorism, or scientific management, includes principles like developing a science for each person's work, scientific selection and training of workers, and fostering cooperation between management and staff. Statements 3 and 5 are incorrect because Taylorism did not emphasize employee empowerment or focus on the social and psychological needs of workers; instead, it prioritized task specialization and management control. By focusing on efficiency and standardization, scientific management sought to maximize productivity. Understanding these original principles provides historical context for the development of administrative and management theory in all organizations.

151. (D) Cultural Approach
The cultural approach to leadership is primarily concerned with the leader's role in creating, maintaining, and changing the core beliefs and values of an organization. In this view, leaders act as symbols who articulate the institutional identity and foster a shared sense of purpose among members. By influencing the organizational culture, leaders can guide behavior more effectively than through formal rules alone. This approach highlights the importance of shared meaning and cultural norms in achieving long-term institutional goals and fostering high levels of commitment and growth.

152. (A) Decision-making based on personal relationships and favoritism.
Max Weber's theory of bureaucracy explicitly rejects decision-making based on personal relationships and favoritism. Instead, it is characterized by a well-defined hierarchy, a system of formal rules and regulations, and impersonality in the application of those rules. Bureaucracy aims to ensure fairness, consistency, and efficiency in large organizations by making decisions based on objective criteria rather than individual whims. While often criticized for its rigidity, Weber's original concept emphasized the benefits of predictability and rationality in administrative processes within any large, complex institutional structure.

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projects. By using these analytical tools, leaders can make informed decisions on how to allocate resources most effectively to achieve desired outcomes and academic success.

166. (B) Transactional Leadership
A leader who practices management by exception and intervenes only when standards are not met is demonstrating a key aspect of transactional leadership. This style focuses on maintaining the status quo and ensuring that routine tasks are completed efficiently through a system of monitoring and correction. The leader relies on extrinsic motivators and clear task requirements to achieve specific targets. While this approach provides stability and order, it does not typically inspire the same level of innovation or commitment as transformational leadership, which focuses on vision and personal growth for all members.

167. (D) Depend on mass inspection.
Depending on mass inspection is not one of Edward Deming's 14 points for management; in fact, he advocated for eliminating it in favor of building quality into the process. His points include creating constancy of purpose, instituting leadership, and breaking down barriers between departments. Deming believed that inspection is a reactive and inefficient way to manage quality. Instead, he encouraged organizations to focus on proactive process improvement and statistical analysis to prevent defects from occurring. His philosophy emphasizes systemic change and a long-term commitment to quality throughout the entire organization.

168. (A) The unconscious motives and feelings that influence leader-follower relationships.
The psychodynamic approach to leadership uniquely focuses on the unconscious motives, feelings, and psychological patterns that influence the relationship between leaders and followers. It explores how early experiences and deeply ingrained personality traits shape behavior within an organization. By analyzing these internal drivers, the approach provides insights into the emotional complexity of leadership and organizational dynamics. This perspective highlights the importance of self-awareness and psychological maturity, helping leaders and followers understand the underlying reasons for their interactions and fostering more effective and resilient institutional relationships and leadership.

169. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly identify the different focuses of PERT and CPM. PERT is an event-oriented technique, meaning it concentrates on the completion of specific milestones or events in a project. In contrast, CPM is an activity-oriented technique, focusing on the individual tasks or activities that must be performed. While both are used for project management and scheduling, understanding whether a model emphasizes events or activities is crucial for selecting the appropriate tool to manage complex institutional projects and timelines effectively in a university or organizational setting.

170. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and Reason R correctly explains why impersonality is a key feature of bureaucracy. In a bureaucratic system, procedures are designed to be applied equally to everyone, regardless of personal relationships or status. This impersonality aims to ensure fairness and prevent bias or favoritism in administrative decisions. By following formal rules, the organization achieves consistency and predictability in its operations. While it can sometimes lead to rigidity, the original intent of bureaucratic impersonality was to promote objective and equitable treatment for all employees and institutional clients.

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171. (D) Developing human and cultural capital for sustainability.
Institutional building is primarily concerned with developing the human and cultural capital necessary for an organization's long-term sustainability and effectiveness. While infrastructure and compliance are important, this process focuses on fostering a strong institutional identity, shared values, and a commitment to the mission. It involves developing leadership capacity and creating robust internal systems that can adapt to future challenges. Successful institutional building ensures that the organization thrives as a mission-driven entity, capable of delivering high-quality education

include new educational markets, technological advancements, or changes in policy. By understanding these external possibilities, administrators can develop strategies to grow and improve the institution. Identifying opportunities helps the organization stay relevant and competitive, ensuring its long-term success and ability to fulfill its academic mission in a dynamic and changing external environment.

197. (C) Intellectual stimulation.
Intellectual stimulation is a defining characteristic of transformational leadership. It involves the leader challenging followers to think creatively, question assumptions, and approach problems in new ways. Transformational leaders encourage innovation and intellectual risk-taking, fostering a culture of continuous learning and growth. This style empowers members to contribute their ideas and develop their potential, which is essential for achieving meaningful institutional change and long-term academic excellence. By providing intellectual stimulation, leaders inspire followers to transcend their current limitations and work toward a more innovative and effective organizational vision and purpose.

198. (B) Total Quality Management (TQM)
Total Quality Management is the most comprehensive stage in the evolution of quality, representing a holistic, company-wide philosophy for continuous improvement. It involves every member of the organization in a collective effort to enhance quality and ensure customer satisfaction. Unlike earlier, more reactive methods like inspection or quality control, TQM is a proactive approach that focuses on process improvement and defect prevention. By fostering a culture of quality throughout the entire institution, TQM aims to achieve sustained excellence in all its academic and administrative functions, leading to better outcomes for all stakeholders involved.

199. (D) Determines the shortest possible completion time for the entire project.
In project management models like CPM and PERT, the critical path is the sequence of tasks that determines the shortest possible duration for the entire project. This path consists of activities that have no slack or float; any delay in these tasks will directly delay the project's completion. Identifying the critical path allows administrators to focus their attention and resources on the most time-sensitive parts of a complex institutional initiative. By managing these critical tasks effectively, leaders can ensure that academic and operational goals are met on schedule and with maximum efficiency.

200. (B) 2, 3, and 4
Value-based leadership is characterized by the leader articulating and embodying a set of core values, fostering a culture of trust and integrity, and ensuring that all organizational decisions are aligned with these principles. Statement 1 is incorrect because it is not primarily concerned with short-term financial targets, and Statement 5 is incorrect because it differs significantly from transactional leadership, which relies on performance exchanges. By focusing on shared ethical values, this approach provides a strong moral foundation for institutional building, fostering high levels of commitment and creating a positive and sustainable organizational culture.

201. (C) C.K. Prahalad
C.K. Prahalad is the management guru associated with the concept of core competence of the corporation. He argued that an organization's long-term success depends on identifying and leveraging its unique strengths and collective learning. Core competencies are the unique capabilities that provide a sustainable competitive advantage and allow the organization to deliver superior value. In an institutional context, identifying these competencies helps administrators focus their resources on the areas where they can provide the most value, leading to sustained academic excellence and overall institutional growth in a highly competitive educational environment.

202. (A) Effectiveness
The Tri-dimensional Leadership Model, developed by Reddin, is an extension of the managerial grid that adds effectiveness as a crucial third dimension. It suggests that any leadership style—whether task-oriented, relationship-oriented, or both—can be effective or ineffective depending on the situation and context. This model emphasizes that there is no single "best" style; instead, a leader's success depends on their ability to adapt their behavior to achieve

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Viewing administration as a process focuses on the dynamic functions and activities required to run an organization effectively. It emphasizes the sequence of interdependent actions—such as planning, organizing, and directing—that administrators perform to achieve institutional goals. This perspective highlights the functional reality of management, where various steps work together in a continuous cycle to ensure that objectives are met. It shifts the focus from static structures to the actual work and coordination needed to guide an institution through its academic and operational mission in a complex environment.

179. (C) Walter Shewhart
Walter Shewhart is the quality guru who introduced the importance of statistical tools, particularly control charts, for monitoring and controlling processes. Known as the father of statistical quality control, his work focused on understanding and reducing process variation to improve quality. Control charts allow managers to distinguish between common and special causes of variation, ensuring that processes remain stable and predictable. Shewhart's data-driven approach laid the foundation for modern quality management and has been widely applied in various sectors, including education, to enhance institutional reliability and overall performance standards.

180. (2, 1, 4, 3)
The historical evolution of quality management began with inspection, which focused on detecting defects in finished products. This was followed by the development of quality assurance, which moved toward proactive process design to prevent errors. Next, Total Quality Management emerged as a holistic, organization-wide philosophy for continuous improvement. Finally, Six Sigma was developed as a data-driven methodology for achieving near-perfection in process output. This sequence represents a significant trend in administrative thought from reactive detection to proactive, systemic excellence and institutional building in all sectors, including the management of higher education.

181. (C) Management focuses on 'doing', while administration focuses on policy-making.
In some theoretical contexts, a key difference is that administration focuses on high-level policy-making and setting objectives, while management focuses on 'doing' or the executive functions required to achieve those goals. Administration is often seen as the more strategic and directive role, whereas management is more operational and concerned with coordinating resources and personnel. Understanding this distinction is important for grasping different organizational structures and the roles of leaders. While often used interchangeably, these terms can represent different levels of responsibility and focus within an institution's overall administrative and operational framework.

182. (B) To directly accredit and rank individual universities across the globe.
Directly accrediting and ranking individual universities is not an objective of INQAAHE. This international network focuses on promoting excellence in higher education by sharing information, research, and best practices among quality assurance agencies worldwide. It provides advice and expertise to help new QA agencies develop their systems. INQAAHE acts as a global support network for organizations like NAAC, rather than a direct accreditor of universities. Its goal is to foster a community of quality professionals and enhance the overall standard of higher education quality assurance through international collaboration and information exchange.

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183. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly describe leadership styles from the Managerial Grid. Team management is considered the most effective style because it emphasizes a high concern for both people and production, fostering commitment and efficiency. Impoverished management, however, represents a style where the leader exerts minimal effort and has a low concern for both dimensions, essentially doing just enough to stay in the position. Understanding these styles helps administrators analyze their own behavior and identify areas for improvement to enhance their leadership effectiveness and institutional productivity.

184. (A) Creating awareness of the need for change and reducing resistance.

and achieving long-term excellence within the academic community.

172. (B) Stabilize the new state of equilibrium.
The final step in Kurt Lewin's change model, refreezing, aims to stabilize the new state of equilibrium achieved after the transformation. This involves reinforcing the new behaviors and integrating them into the organization's culture and daily routines. By cementing the changes, administrators ensure that the transformation becomes a permanent part of the institutional operation and that members do not revert to old habits. Refreezing is essential for sustaining the long-term benefits of planned change and ensuring that the organization continues to operate effectively in its new and improved state.

173. (C) 3.4 defects per million opportunities.
Six Sigma is a disciplined, data-driven methodology for eliminating defects and reducing variation in any process. The goal of this approach is to achieve near-perfection, which is statistically defined as no more than 3.4 defects per million opportunities. This high level of quality is achieved through rigorous analysis and continuous process improvement. In an institutional setting, Six Sigma can be applied to administrative, service, and academic processes to identify and eliminate errors, enhancing overall reliability and quality and ensuring that the organization meets the highest standards for performance and student outcomes.

174. (D) Fiedler's Contingency Model
Fiedler's Contingency Model explicitly considers a leader's style as a relatively stable trait and focuses on matching the leader to the situation. It uses the Least Preferred Coworker scale to identify whether a leader is task-oriented or relationship-oriented. The model then assesses the situational favorableness based on leader-member relations, task structure, and position power. This approach suggests that instead of changing their behavior, leaders should be placed in contexts where their natural style is most effective. It emphasizes the importance of situational fit in achieving organizational and institutional success.

175. (B) 1, 2, 4, and 5
The POSDCORB framework identifies essential administrative functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. Statement 3 is incorrect as supervising is not a distinct lettered function in this specific model, although it is part of overall administration. By following these functions, administrators can effectively structure and manage institutional operations. Understanding the components of POSDCORB is vital for grasping classical administrative theory and its application in ensuring that all organizational activities are coordinated and aligned with the mission, providing a foundation for efficient and effective institutional management.

176. (B) Providing learning support to students exactly when required.
In an institutional context, the Just-in-Time philosophy could be interpreted as providing learning support or resources to students exactly when they are needed. This approach focuses on responsiveness and efficiency, ensuring that assistance is provided at the most effective point in the learning process. By applying JIT principles to student services or resource allocation, administrators can reduce waste and improve outcomes. This requires high levels of coordination and a student-centered focus, mirroring the JIT goal of delivering materials in manufacturing precisely when they are required for production and operational success.

177. (B) Trait - Leadership style is highly adaptable and flexible.
The pairing of the trait approach with high adaptability is incorrect. The trait approach focuses on innate, relatively stable personal characteristics that make someone an effective leader, rather than behavioral flexibility. In contrast, transformational leadership is about inspiring change, transactional leadership involves exchanges of rewards, and value-based leadership focuses on ethical principles. Understanding the differences between these approaches is essential for correctly applying leadership theory. While some theories emphasize behavioral flexibility, the trait approach specifically highlights the internal, inherent qualities that contribute to an individual's potential for leadership in any organization.

178. (A) The dynamic functions and activities required to run an organization.

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repairs are external failure costs, occurring after delivery. Statements 1 and 4 are incorrect because quality audits are appraisal costs, and quality planning and training are prevention costs. Understanding these distinctions is essential for administrators to identify where quality failures are impacting the institution's budget and reputation. By reducing failure costs, the organization can improve efficiency and redirect resources toward more productive academic and administrative initiatives.

191. (A) Improve effectiveness and health through planned interventions.
The primary aim of organizational development is to improve an institution's effectiveness and overall health through planned, long-term interventions. Using behavioral science knowledge, OD focuses on improving human and social processes such as communication, teamwork, and problem-solving. It aims to build a more resilient organization that can adapt to external changes while remaining focused on its mission. Unlike short-term structural fixes, organizational development fosters a culture of continuous learning and growth, ensuring that the institution can effectively achieve its academic goals and sustain its excellence over the long term.

192. (D) Leader-Member Exchange (LMX) Theory
Leader-Member Exchange theory posits that leaders develop different kinds of relationships with their subordinates, resulting in the formation of an "in-group" and an "out-group." The in-group consists of followers who have high-quality, trusted relationships with the leader and receive more attention and resources. The out-group has a more formal and task-based interaction. This theory highlights that leadership is not a uniform process but involves managing diverse social exchanges. Understanding these dynamics is crucial for effective institutional leadership, as the quality of these relationships can significantly influence performance and commitment.

193. (B) Japanese Models of Change
The concept of Poka-yoke originates from Japanese models of change and quality management. Specifically developed by Shigeo Shingo, it is a "mistake-proofing" technique aimed at eliminating defects by designing processes that prevent errors from occurring or make them immediately obvious. Poka-yoke is a proactive approach that reduces the need for constant inspection and minimizes waste. In an institutional setting, these principles can be applied to administrative and academic procedures to ensure high accuracy and reliability, reflecting the broader Japanese emphasis on continuous improvement and process excellence in all organizational operations.

194. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly describe the nature and role of NAAC. It is an autonomous body established by the UGC specifically to evaluate the quality of higher education institutions in India. While accreditation is a powerful signal of quality, the process is voluntary, and institutions can choose whether to undergo the assessment. However, most colleges and universities participate to demonstrate their commitment to standards and continuous improvement. This process provides a reliable measure of academic excellence and helps institutions identify areas where they can further enhance their performance.

195. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and Reason R correctly explains how the human relations approach shifted the focus of administration. The Hawthorne studies showed that productivity was more influenced by social and psychological factors like employee morale and a sense of belonging than by physical working conditions. This finding challenged traditional management theories and highlighted the importance of addressing the human side of an organization. By focusing on interpersonal relationships and employee needs, administrators can create a more effective and motivated workforce, which is essential for achieving long-term institutional success and productivity.

196. (D) Opportunities
In a SWOT analysis, the letter O stands for opportunities. This part of the strategic planning process involves identifying the external factors and trends that an organization can capitalize on to achieve its goals. Opportunities might

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In the context of planned change, unfreezing means creating awareness of the need for transformation and reducing resistance among organizational members. This initial stage involves overcoming inertia and breaking down existing mindsets to prepare people for change. It requires administrators to communicate clearly why the current state is no longer effective and to motivate staff to become open to new ways of working. By unfreezing the status quo, the organization creates a psychological readiness that is essential for the successful implementation and eventual stabilization of the planned change.

185. (A) P-3, Q-1, R-2, S-4
Various theories and models are matched with their respective proponents: Blake and Mouton developed the Managerial Grid, Fred Fiedler created the Contingency Model, Hersey and Blanchard developed the Situational Leadership Model, and Kurt Lewin proposed the Three-Step Model of Change. Understanding these pairings is fundamental to grasping the diverse perspectives on leadership and organizational transformation. Each model provides unique insights into how leaders can manage their teams and guide institutions through periods of change, offering a comprehensive theoretical framework for effective educational administration and management in any complex institutional setting.

186. (A) The interrelationship between the parts of an organization and its interaction with the environment.
The concept of management as a system emphasizes the interrelationship between the different parts of an organization and its continuous interaction with the external environment. This perspective views the organization as an open system that takes in inputs, processes them, and produces outputs that affect the broader community. It highlights that a change in one area will have consequences for the entire system, requiring coordination and holistic thinking. This systemic approach helps administrators understand the complexity of their institution and ensures that all activities are aligned with the mission.

187. (D) It should be flexible and adaptable to changing needs.
A core principle of educational administration is that it must be flexible and adaptable to meet the changing needs of students, the community, and the global environment. While consistency is important, rigid or authoritarian approaches often fail to support the dynamic nature of teaching and learning. Effective administration requires a willingness to innovate and adjust strategies based on feedback and new challenges. By prioritizing flexibility and responsiveness, administrators can create a resilient institution that effectively fulfills its mission and supports the ongoing development and success of all its members.

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188. (B) Shared perceptions of employees about their environment.
Organisational climate is best understood as the shared perceptions and collective feelings that employees have about their internal work environment and the institution's culture. It is a subjective measure of the atmosphere within the organization, influenced by factors such as leadership style, communication, and interpersonal relationships. A positive climate fosters high morale and engagement, while a negative one can lead to dissatisfaction and turnover. Understanding and managing climate is essential for educational leaders seeking to create a supportive environment that is conducive to effective teaching, learning, and institutional excellence.

189. (C) Telling
In the Hersey-Blanchard Situational Leadership Model, a manager who tells employees exactly what to do and how to do it is exhibiting the telling style. This style is characterized by high task behavior and low relationship behavior, focusing on providing specific direction and close supervision. It is most appropriate for followers who have a low level of readiness, meaning they are unable and unwilling or insecure about the task. By provide clear guidance, the leader helps the subordinate gain the necessary skills and confidence to eventually move toward higher levels of readiness.

190. (B) 2 and 3 only
In the cost of quality framework, rework and scrap are considered internal failure costs, as they represent defects found before delivery. Warranty

desired outcomes. By incorporating effectiveness, Reddin provided a more practical framework for evaluating and developing leadership performance in real-world organizations and academic institutional settings.

203. (D) Ensuring conformance to all applicable laws and policies.
Organisational compliance refers to the process of ensuring that an institution conforms to all relevant external laws, regulations, and internal policy standards. This includes following government mandates, safety regulations, and ethical guidelines. A robust compliance program is essential for protecting the institution from legal penalties, financial loss, and reputational damage. It fosters a culture of accountability and integrity, ensuring that all administrative actions are lawful and ethical. By maintaining compliance, administrators provide a stable and trusted foundation for the organization to fulfill its academic mission and serve its students and community responsibly.

204. (B) Increased institutional identity, loyalty, and shared purpose.
When an administration successfully builds a strong and positive institutional culture, it leads to increased institutional identity, loyalty, and a shared sense of purpose among all members. A healthy culture fosters commitment and engagement, making members feel valued and connected to the mission. This positive environment reduces turnover and enhances productivity, which is essential for achieving long-term academic excellence and growth. By focusing on culture, administrators create a resilient organization that can effectively adapt to challenges and work together toward common institutional goals, ultimately benefiting both students and faculty within the community.

205. (C) Reporting
In the POSDCORB acronym, the letter R stands for reporting. This administrative function involves keeping those to whom the executive is responsible informed about what is happening within the organization. Reporting includes the preparation of records, research, and inspections that provide a clear picture of institutional progress and performance. It ensures transparency and accountability, allowing for informed decision-making and oversight by the governing body. For an educational administrator, effective reporting is essential for demonstrating the institution's successes and identifying areas for improvement, providing a formal structure for communication and evaluation within the organization.

206. (D) Statement I is false, but Statement II is true.
Statement I is false because the psychodynamic approach focuses on unconscious motives and psychological patterns rather than just observable behaviors. Statement II is true as the cultural approach emphasizes the leader's role in shaping and articulating organizational values and norms. Understanding the difference between these perspectives is crucial. While the cultural approach looks at the shared beliefs that define an institution, the psychodynamic approach explores the underlying emotional drivers of individual and group behavior. Together, they provide a more comprehensive view of the complex psychological and social factors that influence institutional leadership and performance.

207. (A) Situational Management
Situational management is not one of the five specific leadership styles identified in Blake and Mouton's original Managerial Grid. The grid's primary styles are country club management, team management, impoverished management, and authority-compliance management, along with middle-of-the-road management. Each style represents a different balance of concern for people versus concern for production. While the concept of situational leadership exists as its own theory, the Managerial Grid focuses specifically on these plotted behavioral tendencies. Understanding these styles allows leaders to analyze their own behavior and identify ways to achieve a more effective and balanced leadership approach.

208. (B) How they measure benefits/outcomes.
The main difference between cost-benefit analysis and cost-effectiveness analysis lies in how they measure project benefits or outcomes. CBA requires both costs and benefits to be valued in monetary terms, allowing for a direct financial comparison. In contrast, CEA measures outcomes in natural units, such as "literacy points" or "years of life saved." This makes CEA

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This perspective highlights the interdependence between the institution and society. It encourages administrators to consider how external trends affect internal operations and to manage the organization as a unified whole that must adapt to external changes to fulfill its long-term academic and social mission effectively.

221. (C) Transactional
The transactional leadership approach is least concerned with the leader's internal thoughts, feelings, or innate personality traits. Instead, it focuses on the exchange process between the leader and followers, where rewards are provided for meeting performance targets. This style is behavioral and task-oriented, concentrating on clarifying roles and ensuring routine task completion through a system of extrinsic motivators. Unlike transformational or psychodynamic approaches, which look at deeper psychological or cultural drivers, transactional leadership provides a structured and objective method for achieving specific institutional goals based on observable performance and clear role requirements.

222. (D) Provide a network for quality assurance agencies to share best practices.
The primary goal of INQAAHE is to provide an international network for quality assurance agencies to share best practices and expertise. By fostering collaboration between organizations like NAAC, INQAAHE helps promote global standards for higher education quality. It provides a platform for disseminating research, discussing current theories, and supporting the development of new QA agencies. This global cooperation ensures that quality assurance processes are effective and contribute to the continuous improvement of institutions worldwide. INQAAHE acts as a vital resource for professionals dedicated to maintaining and enhancing the quality of higher education on a global scale.

223. (A) A Prevention Cost
Money spent on quality training for employees is considered a prevention cost in the cost of quality framework. These are proactive investments made to ensure that staff have the skills and knowledge needed to perform their jobs correctly, thereby preventing errors and defects from occurring in the first place. By focusing on prevention, an organization can reduce the much higher costs associated with failure and inspection. In an educational setting, investing in faculty training ensures high-quality student outcomes from the start, enhancing institutional efficiency and providing a foundation for sustained academic excellence and overall organizational reliability.

224. (B) Max Weber
Max Weber is the sociologist who systematically studied and advocated for bureaucracy as an ideal organizational structure. He believed that this rational form of administration, characterized by clear hierarchy, formal rules, and impersonality, was essential for managing large and complex organizations effectively. Weber's theory highlighted the benefits of consistency, predictability, and fairness in administrative processes. While bureaucracy is often associated today with inefficiency, Weber's original concept provided a foundation for modern organizational structure, emphasizing that objective decision-making and a clear division of labor are vital for achieving high-level institutional and administrative coordination and excellence.

225. (C) 1, 2, 4, and 5
Valid leadership models include Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Hersey and Blanchard's Situational Model, and Leader-Member Exchange Theory. Statement 3 is incorrect because Maslow's Hierarchy of Needs is a theory of motivation, not a leadership model, although it relates to how leaders motivate followers. Understanding these different leadership frameworks is essential for administrators, as each provides unique insights into behavioral tendencies, situational fit, and relationship dynamics. By applying these models, leaders can analyze their effectiveness and develop strategies for improving their leadership performance within an institution's complex and diverse academic environment.

226. (A) A long-term, collaborative process of improving institutional culture.
Organisational development is best characterized as a long-term, collaborative process aimed at improving institutional culture and effectiveness. Using behavioral science, OD involves planned interventions that enhance problem-solving

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this principle, administrators can create a more inclusive and effective educational environment that better supports the achievement of common academic goals and long-term institutional success.

215. (B) 1, 3, and 4
Quality in education is a multi-dimensional concept that includes curriculum, faculty, infrastructure, and outcomes. Statement 2 is incorrect because quality cannot be solely measured by pass percentages. Frameworks like TQM and Six Sigma are valuable for improving educational quality, and international perspectives often emphasize standardization. Understanding these factors helps administrators develop comprehensive strategies for institutional excellence. By focusing on all dimensions of quality, colleges and universities can provide a better learning experience for students and meet the expectations of all stakeholders in a dynamic and increasingly global higher education environment.

216. (A) The organization learns and implements new behaviors and practices.
The moving phase of Kurt Lewin's change model is the actual transition period where the organization learns and implements new behaviors and practices. During this stage, members move from the old way of working toward the new state, adopting new ideas and adjusting to the transformation. It is a period of experimentation and learning where the planned changes are put into action. Administrators must provide the necessary training and support to help staff navigate this transition effectively. This stage is crucial for making the planned institutional improvements an operational reality within the organization's daily activities.

217. (B) Transformational leaders focus on change and motivation, while Transactional leaders focus on exchanges and task completion.
A key difference between transformational and transactional leadership is their primary focus. Transformational leaders focus on inspiring followers and initiating significant institutional change through vision and motivation. In contrast, transactional leaders focus on routine exchanges, clarifying task requirements, and ensuring completion through a system of rewards and punishments. While transactional leadership is effective for maintaining stability, transformational leadership is necessary for achieving innovation and growth. Both styles are important, but they serve different roles in managing an organization, with transformational leadership being more concerned with long-term goals and member development within the institution.

218. (A) Coordinating
In the POSDCORB framework, the letters Co stand for coordinating. This administrative function involves the inter-relating of the various parts of the work to ensure that all institutional activities are aligned and working toward common objectives. Coordination is essential for preventing duplication of effort and ensuring that the organization functions as a unified whole. It requires effective communication and collaboration between different departments and members. For an educational administrator, coordinating is key to managing complex operations and ensuring that all human and material resources are used most effectively to fulfill the academic mission.

219. (A) Both Statement I and Statement II are true.
Both statements are true as they correctly describe the central ideas of two major leadership models. Fiedler's Contingency Model posits that a leader's style is relatively stable and difficult to change, requiring a match with the situation. Hersey and Blanchard's Situational Model, conversely, encourages leaders to adapt their style based on the readiness of their followers. Understanding these different perspectives is vital for administrators. Both theories highlight that effectiveness depends on situational factors, whether by matching the leader to the context or by the leader adjusting their behavior to meet the needs of their subordinates.

220. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and Reason R correctly explains why an educational institution is viewed as an open system. According to the systems approach, the organization constantly interacts with its external environment by taking in inputs like students, faculty, and funds, and producing outputs like research and graduates.

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concepts is crucial for administrators. While climate reflects the current atmosphere, OD provides the strategy for improvement, and compliance ensures the organization operates within legal and ethical boundaries. Together, they provide a comprehensive view of how to manage and improve institutional health and performance effectively.

245. (A) Both A and R are true and R is the correct explanation of A.
Both statements are true, and Reason R correctly explains how transformational leaders inspire followers to exceed expectations. By communicating a compelling vision, providing intellectual stimulation, and showing individualized consideration, these leaders empower their subordinates and foster high levels of motivation and commitment. This leadership style is concerned with long-term goals and member development, rather than just routine task completion. Transformational leadership creates a positive organizational culture where members feel inspired to achieve the institution's mission, leading to meaningful growth and excellence in both academic and administrative institutional functions and performance.

246. (B) Establish a national accreditation structure and promote quality.
The main objective of the Quality Council of India is to establish a national accreditation structure and lead a nationwide movement to promote quality across all sectors, including education. QCI works to encourage the adoption of quality standards and represents India in international quality forums. While agencies like NAAC handle higher education specifically, QCI provides the broader framework and guidance needed to ensure excellence and reliability throughout the country's diverse industries and institutions. By fostering a culture of quality, QCI helps enhance the nation's overall standards and competitiveness in the increasingly global social and academic environment.

247. (D) Middle-of-the-Road Management
A manager with a (5,5) score on the Managerial Grid is practicing middle-of-the-road management. This style aims to balance the necessity of getting work done with the need to maintain employee morale at a satisfactory level. While it avoids extreme styles, it may not achieve high excellence in either people or production, as it focuses on an adequate performance in both dimensions. Understanding this style helps leaders see the importance of balance but also encourages them to strive for the higher levels of commitment and efficiency found in more integrated leadership approaches like team management.

248. (A) Attention to workers' social and psychological needs can improve productivity.
The essence of the human relations approach is the belief that addressing workers' social and psychological needs can significantly improve productivity. Emerging from the Hawthorne studies, this perspective challenged traditional theories that viewed employees as simple, economically motivated machines. It highlighted that factors like morale, informal group dynamics, and leadership support are vital for organizational success. By addressing the human side of management and fostering positive interpersonal relationships, administrators can create a more motivated and effective workforce. This approach emphasizes that understanding social needs is essential for achieving high-level institutional and administrative performance and excellence.

249. (C) Refreezing
Re-evaluating is not one of the three foundational steps in Kurt Lewin's Three-Step Model of Change. The model specifically consists of unfreezing, moving, and refreezing. Each stage serves a specific purpose: unfreezing prepares the organization for change, moving involves the actual transition and implementation, and refreezing stabilizes the change to make it permanent. While evaluation is a common part of many management processes, it is not a distinct step within this specific theoretical model. Understanding the correct steps of Lewin's model is essential for administrators seeking to manage planned institutional transformation effectively and sustainably.

250. (A) 1, 2, 3, and 5
Leadership approaches include the trait, transformational, transactional, and psychodynamic perspectives. Each provides unique insights into leadership potential, change,

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and renewal processes. It focuses on the human and social aspects of an organization, such as communication and teamwork, to build its capacity for adaptation. Unlike top-down structural changes, OD engages members in the transformation process, fostering a shared commitment to growth. This approach helps institutions remain resilient and effectively achieve their academic mission in a dynamic environment by systematically improving the organization's internal health and efficiency.

227. (C) Charismatic leader
A charismatic leader is defined by their compelling vision, strong communication skills, and ability to inspire high levels of devotion and commitment from their followers. This leadership style relies on the leader's exceptional personal qualities and magnetism rather than formal rules or routine exchanges. Charismatic leaders can motivate members to achieve extraordinary results by fostering a sense of shared purpose and emotional connection to the mission. Their influence is often transformative, driving significant institutional change and growth. Understanding this style is important for recognizing the role of inspirational leadership in motivating teams and achieving ambitious goals.

228. (D) Six Sigma
Six Sigma is the final stage in the evolution of quality management, representing a disciplined, data-driven methodology for achieving near-perfection in process output. It focuses on eliminating defects and reducing variation to no more than 3.4 defects per million opportunities. This rigorous approach uses statistical analysis to identify root causes of errors and implement systemic improvements. In an educational context, Six Sigma can be applied to enhance administrative processes, student services, and academic outcomes. This high-level methodology ensures consistent institutional reliability and excellence, helping organizations achieve the highest possible standards for performance and quality across all functions.

229. (C) Ignoring societal needs
Ignoring societal needs is not a function of educational management; in fact, being responsive to the needs of the community and society is a key responsibility. The core functions of educational management include planning curriculum, organizing resources, and directing staff to ensure that educational goals are met. Management must ensure that the institution provides a relevant and high-quality education that serves the broader public good. By being attentive to societal trends and needs, educational managers can ensure that their institution remain effective, accountable, and mission-driven, providing value to students and the entire community.

230. (B) 4, 2, 1, 3
The prominence of administrative theories followed a general chronological order. It began with Weber's bureaucratic theory, focusing on rational structure. This was followed by Taylor's scientific management, which emphasized task efficiency. Next, the human relations approach emerged, highlighting social and psychological factors. Finally, the systems approach became prominent, viewing the organization as an open system interacting with its environment. Understanding this evolution provides a historical context for modern administration. Each theory has contributed to our understanding of how organizations can be structured and managed effectively to achieve their academic and operational goals in a complex society.

231. (D) Assess and accredit institutions of higher learning.
The primary purpose of NAAC in India is to assess and accredit institutions of higher learning to ensure they meet established standards of quality. This autonomous body evaluates colleges and universities based on parameters like curriculum, teaching-learning processes, and research. The accreditation process provides institutions with a formal grade, signaling their quality to students and other stakeholders. By undergoing NAAC assessment, institutions are encouraged to monitor their performance and strive for continuous improvement. This role is vital for maintaining national academic standards and fostering a culture of excellence throughout the higher education system in India.

232. (A) The leader acts as a symbol and shapes institutional values and norms.
A key characteristic of the cultural approach to leadership is that the leader acts as a symbol and

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particularly useful for evaluating educational or social programs where goals are difficult to value in money. Understanding this distinction helps administrators choose the most appropriate tool for assessing the value and efficiency of various institutional and academic programs.

209. (B) Effectiveness is based on inherent personal characteristics.
The central tenet of the trait approach is that leadership effectiveness is primarily based on inherent personal characteristics or qualities. This theory suggests that people are born with certain traits—such as intelligence, integrity, and self-confidence—that make them naturally suited for leadership roles. While modern research acknowledges that traits are not the only factor and that situational context is important, they are still considered significant predictors of a person's leadership potential. This approach provides a framework for understanding the internal, relatively stable attributes that contribute to effective leadership in organizations and academic institutions.

210. (B) P-4, Q-2, R-1, S-3
Quality and management concepts focus on different aspects of institutional improvement. TQM emphasizes customer satisfaction and continuous improvement. Six Sigma focuses on reducing process variation to achieve near-perfection. Poka-yoke is a mistake-proofing technique used to error-proof a process. Just-in-Time is a system designed to minimize inventory and waste. Matching these concepts correctly is vital for understanding the various tools and strategies available to administrators for improving institutional quality and operational efficiency. Each approach offers a unique method for enhancing performance and achieving excellence in both academic and administrative functions within the organization.

211. (C) Ability and willingness.
In the Hersey and Blanchard Situational Leadership Model, the readiness or maturity of a follower is a combination of their ability and willingness to perform a specific task. Ability refers to the person's skills, knowledge, and experience, while willingness refers to their motivation, confidence, and commitment. By assessing both factors, leaders can determine the appropriate leadership style to use—ranging from high direction to high delegation. This situational approach ensures that the leader provide the right balance of support and guidance needed for the follower to succeed and grow within the organizational structure.

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212. (D) QCI
The Quality Council of India is the national body responsible for establishing and managing the national accreditation system in India. Its mission is to lead a nationwide quality movement and promote the adoption of quality standards across all sectors of the economy, including education. QCI represents India in international quality forums and works to foster a culture of quality throughout the country. While agencies like NAAC handle higher education specifically, QCI provides the broader national framework and accreditation structure that ensures institutional excellence and reliability on a global scale across diverse fields and industries.

213. (C) Defect detection to defect prevention.
The evolution from inspection to quality assurance signifies a fundamental move toward defect prevention rather than just detection. Inspection is a reactive method that identifies errors in finished products. Quality assurance, however, is a proactive approach that focuses on improving the design and execution of processes to ensure that defects do not occur in the first place. This shift emphasizes systemic improvement and long-term reliability. By focusing on prevention, organizations can reduce waste, lower costs, and achieve more consistent excellence in their institutional operations, which is essential for sustaining high-level academic and administrative performance.

214. (B) Democratic principle
A principal who involves teachers in decision-making and values their input is following the democratic principle of educational administration. This approach emphasizes participatory governance, where stakeholders have a voice in the leadership and direction of the institution. Democratic administration fosters a culture of collaboration, mutual respect, and shared responsibility. It leads to higher levels of morale and engagement among faculty, as they feel valued and empowered. By using

their formal job requirements. This theory suggests that these varying relationship types can influence commitment and performance levels. Understanding these dynamics is crucial for effective leadership, as it highlights that leadership is not a uniform process and that managing different relationship types within a team can significantly impact overall institutional climate and productivity.

239. (A) Cost of handling a customer's warranty claim.
The cost of handling a customer's warranty claim is a clear example of an external failure cost. These are expenses incurred when a product or service fails to meet quality standards after it has been delivered. Other examples include handling product returns or addressing customer complaints. External failures can be very costly and damage an institution's reputation and trust. In contrast, rework found internally or quality training are different cost categories. By measuring external failure costs, administrators can understand the full financial impact of poor quality and prioritize systemic improvements to prevent future errors.

240. (A) 1, 2, and 4
Fiedler's Contingency Model proposes that leadership effectiveness depends on matching a leader's stable style with the favorableness of the situation. It uses the LPC scale and considers factors like leader-member relations, task structure, and position power. Statement 3 is incorrect because Fiedler believed a leader's style is relatively fixed and difficult to change easily. This theory emphasizes situational engineering rather than individual flexibility. Understanding these factors helps organizations place leaders in roles where their natural style is most effective, providing a structured approach for optimizing leadership performance within an institution's organizational structure and goals.

241. (B) Quality Control to Quality Assurance
The move from quality control to quality assurance represents a fundamental shift from a detection-based approach to a prevention-based one. Quality control is a reactive method focused on identifying defects in finished products through inspection and testing. Quality assurance, conversely, is a proactive approach that aims to prevent defects by improving the design and execution of the overall process. This shift emphasizes building quality into the system from the start. By focusing on prevention, organizations can reduce waste, lower total costs, and achieve more consistent excellence in their institutional and academic functions and outcomes.

242. (A) Ethical conduct and integrity
Value-based leadership is most closely aligned with the concepts of ethical conduct and integrity. This approach emphasizes that a leader's actions and decisions must be consistently guided by a shared set of core ethical values. By embodying these values, the leader fosters a culture of trust and accountability within the organization. This style goes beyond routine tasks to create a strong moral foundation for institutional building. Value-based leadership inspires others to act with integrity, ensuring that the organization fulfill its mission responsibly and maintains a positive reputation within the academic and broader social community.

243. (C) Provide a framework describing administrative functions.
The primary function of the POSDCORB model is to provide a structured framework describing the essential functions of administration. Developed by Gulick and Urwick, it identifies Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting as the core activities required to run an organization effectively. This classical model helps administrators understand how to structure their work and coordinate resources to achieve institutional goals. By following these functions, leaders can ensure that all organizational activities are aligned and managed systematically, providing a foundation for efficient and effective institutional governance and academic management in any complex setting.

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244. (C) Statement I is true, but Statement II is false.
Statement I is true because organizational climate is indeed a relatively enduring quality of the internal environment experienced by its members. Statement II is false as organizational compliance is about adhering to rules and standards, not deliberately changing culture; that process is organizational development. Understanding the difference between these

Strategic planning often uses an analysis of internal and external factors to guide decision-making. Faculty expertise represents an internal positive attribute that provides a competitive advantage. Meanwhile, the lack of laboratory facilities is an internal limitation that hinders performance. In this framework, positive internal attributes are categorized as strengths, while negative internal characteristics are identified as weaknesses.

259. (C) To find the sequence of tasks that dictates the project's total duration.
Identifying the critical path is essential for understanding project timelines. This sequence represents the specific series of tasks that must be completed on schedule for the entire project to finish on time. It determines the minimum completion time required. By focusing on these tasks, administrators can manage resources more effectively and ensure that the project stays on track.

260. (A) To create a basis for strategies that align internal capabilities with the external environment.
The primary advantage of performing a SWOT analysis is its ability to inform strategic direction. By identifying internal strengths and weaknesses alongside external opportunities and threats, institutions can develop robust plans. This process ensures that organizational capabilities are utilized effectively to meet external demands. It provides a systematic way to harmonize internal resources with the surrounding environment.

261. (D) Taylorism
Scientific management, also known as Taylorism, focuses on maximizing economic efficiency and labor productivity through rigorous analysis. This approach treats administration as a science by emphasizing the standardization of tasks and the optimization of workflows. It often views workers as instruments within a larger machine, prioritizing monetary incentives and systematic task performance over the human elements of the organization.

262. (B) inflexibility and resistance to change.
While the bureaucratic model aims to provide precision, stability, and fairness through a clear hierarchy and formal rules, it faces significant drawbacks. The heavy reliance on a rigid system of regulations and specialized labor often leads to a lack of adaptability. Consequently, organizations following this model may struggle to respond effectively to new challenges or changing environmental conditions.

263. (C) The overemphasis on mechanistic and impersonal aspects of an organization.
The Human Relations approach emerged as a response to classical theories like scientific management and bureaucracy. These earlier models were criticized for being too mechanistic and treating employees as impersonal parts of a machine. Human Relations researchers argued that ignoring the social and psychological needs of workers was detrimental, leading them to emphasize morale and group dynamics.

264. (D) That social and psychological factors significantly impact worker productivity.
Administrative theory was greatly influenced by the discovery that physical conditions and economic incentives are not the only drivers of worker performance. Research showed that employee morale, interpersonal relationships, and group dynamics play a crucial role in productivity. This insight shifted the focus of administrators toward fostering communication and a sense of belonging to improve overall organizational effectiveness.

265. (A) Administration as a bureaucracy
An administrative structure defined by a rigid hierarchy, formal systems of rules, and high levels of labor specialization aligns with bureaucratic principles. This model prioritizes impersonality in decision-making and stability through fixed regulations. It is designed to ensure that the institution functions with precision and accountability, even though it may sacrifice some degree of organizational flexibility and individual initiative.

266. (B) Organisational Development
Improving an institution's long-term viability and effectiveness requires a planned, organization-wide strategy. This approach, known as organizational development, is managed from the top and uses data-driven interventions to enhance culture and processes. It focuses on building trust and collaborative problem-solving

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performance, and unconscious psychological drivers. Statement 4 is incorrect because Poka-yoke is a Japanese quality tool for error-proofing processes, not a leadership style. Understanding these various leadership frameworks is essential for administrators to analyze and improve their own performance. By applying these diverse theories, leaders can develop a more comprehensive approach to managing their teams and guiding their institutions toward academic excellence and growth in a complex and dynamic educational environment across various social and organizational settings.

251. (B) Management is concerned with defining objectives, while administration is focused on achieving pre-determined goals.
In the provided text, educational management is described as having a broader scope that includes planning and resource control to define institutional objectives. Conversely, administration is portrayed as the practical implementation of policies and the direction of operations to reach goals that have already been established. This creates a clear functional distinction between the two disciplines.

252. (A) The process of creating a strong, sustainable, and adaptive educational organization.
Institutional building involves the development of a robust and resilient organization. This capacity allows an educational entity to deliver high-quality instruction while maintaining sustainability over time. A core aspect of this concept is the ability of the institution to adapt effectively to changes in its environment, ensuring long-term viability and consistent performance within the sector.

253. (C) Directing
Within the POSDCORB framework, different administrative functions are assigned specific roles to ensure organizational success. The function designated for the continuous task of making decisions and providing leadership is directing. It involves the ongoing responsibility of guiding the workforce and ensuring that leadership translates into active, purposeful movement toward the organization's goals through effective and constant decision-making.

254. (D) Keeping superiors and subordinates informed about the work progress.
Reporting serves as a vital communication link within an organization's administrative framework. This function ensures that executives and various stakeholders are kept informed about current activities and progress. It involves maintaining detailed records and conducting inspections to facilitate transparency. By doing so, both superiors and subordinates stay updated on the status of institutional work and goal achievement.

255. (C) Ensuring the institution functions effectively, efficiently, and ethically.
The guiding principles of educational management and administration focus on achieving high-quality outcomes. These disciplines emphasize the importance of efficiency in resource use and effectiveness in goal attainment. Furthermore, professional ethics and collaboration are highlighted as essential components. Together, these elements ensure that the institution operates reliably while maintaining high standards of conduct and professional performance.

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256. (B) Management as a system
Viewing management as a system involves treating an educational institution as an integrated whole made of interdependent parts. This approach identifies specific components such as students and faculty as inputs and teaching as a process. It allows administrators to analyze how individual changes within these specific areas can influence the performance and health of the entire organization.

257. (D) CPM is suitable for projects with predictable task durations, while PERT is for projects with uncertain timings.
Project management tools differ based on the predictability of the activities involved. The Critical Path Method is deterministic and used when activity durations are well-defined and predictable. In contrast, the Program Evaluation and Review Technique is probabilistic. It is designed for situations where task timings are uncertain, using various scenarios to estimate project completion times effectively.

258. (A) Strengths and Weaknesses

plays a central role in shaping the institutional values and norms. In this view, leadership involves understanding and articulating the shared meaning that defines the organization. By influencing the cultural environment, leaders can guide behavior and foster commitment more effectively than through rules alone. This approach highlights the importance of shared beliefs and symbolic action in achieving institutional goals. By shaping the culture, leaders create a sense of identity and purpose that motivates all members of the organization.

233. (C) Management as a system
The idea that an organization is a set of interdependent parts with inputs, processes, outputs, and feedback is central to management as a system. This perspective views the organization as an open system that interacts with its environment to achieve overall goals. It highlights that a decision in one area will inevitably affect all other parts, requiring coordination and holistic thinking. This systemic approach helps administrators understand the complexity of their institution and ensures that all activities are aligned with the mission. It provides a foundation for effective management in a changing and dynamic educational and social environment.

234. (B) Both Statement I and Statement II are false.
Both statements are false because they swap the specific focuses of the two Japanese models. Just-in-Time is a system focused on minimizing inventory and waste, while Poka-yoke is a "mistake-proofing" technique aimed specifically at preventing errors and defects in a process. Understanding the distinct purpose of each model is essential for applying them correctly to improve institutional efficiency and quality. While both are used for process improvement, JIT targets operational waste and resource timing, whereas Poka-yoke targets process reliability and error prevention, together contributing to overall high-level institutional excellence and reliability.

235. (B) P-2, Q-4, R-1, S-3
Quality terms represent different types of costs and analytical methods. Appraisal costs are the expenses of inspection and testing. Failure costs occur when defects are identified, such as through rework or warranty. Preventable costs are investments like training to ensure errors do not occur. Cost-effective analysis is used to compare programs with non-monetary outcomes. Matching these correctly is vital for administrators to manage their budgets effectively and identify where quality improvements can reduce waste. Each term provides a unique perspective on how to achieve institutional excellence and optimize the use of financial and human resources.

236. (B) High levels of task efficiency and productivity, with little regard for human elements.
A manager following the authority-compliance style on the Managerial Grid focuses on achieving high levels of task efficiency and productivity with little regard for the human elements of the organization. This style, plotted as (9,1), involves arranging work conditions to minimize the interference of personal needs or relationships. While it can be effective for meeting short-term targets, it often leads to low morale and dissatisfaction among staff. This highly task-oriented approach priorities results and routine stability over the welfare and engagement of employees, which can impact the institution's long-term health and collaborative culture.

237. (C) Threats
In a SWOT analysis, the letter T stands for threats. This part of the strategic planning process involves identifying external factors that could negatively impact an organization's performance or the achievement of its goals. Threats might include changes in policy, competition, or economic shifts. By understanding these external challenges, administrators can develop strategies to mitigate risks and protect the institution. Identifying threats is essential for long-term planning, as it allows the organization to be proactive in responding to external pressures and ensuring its continued stability and academic success in a changing environment.

238. (D) Have a more formal, task-based relationship with the leader.
According to the Leader-Member Exchange theory, followers in the "out-group" maintain a more formal, task-based relationship with the leader. Unlike the "in-group," who have high-quality relationships and receive more support, the out-group has limited social exchange and is primarily motivated by

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capabilities. By viewing the organization as a living system, it seeks to foster sustainable growth and improved communication.

267. (B) adherence to the organization's rules and policies.
In an educational setting, organizational compliance refers to the extent to which members follow the established standards and regulations of the institution. This is typically maintained through a formal system of controls, rewards, and sanctions. While this ensures order and accountability, it primarily focuses on whether employees are meeting the specific, prescribed requirements set by the governing administration.

268. (A) The shared perceptions of members about their work environment.
The atmosphere of a workplace is defined by the collective feelings and perceptions of its employees regarding their work environment. This includes their views on leadership styles, interpersonal relationships, and growth opportunities. This perceived atmosphere significantly influences employee satisfaction and performance. A positive environment fosters morale, while a negative one can lead to conflict and reduced institutional productivity.

269. (C) A reduction in employee creativity and initiative.
Maintaining order through strict adherence to rules and standards is necessary for institutional accountability. However, if an administration places too much emphasis on compliance, it can create a rigid environment. This rigidity often discourages members from thinking outside the box or taking proactive steps. Consequently, employee creativity and initiative may be suppressed, hindering the institution's overall innovative capacity.

270. (D) A positive Organisational Climate can be a key outcome and facilitator of successful OD.
Institutional health is maintained through the interaction of organizational culture and the work atmosphere. A supportive environment characterized by high morale and job satisfaction makes it easier to implement long-term improvement strategies. Conversely, the successful application of collaborative interventions often results in a better workplace atmosphere. Therefore, a healthy atmosphere acts as both a catalyst and result.

271. (C) Trait Approach
Early leadership theories suggested that effectiveness depends on specific innate qualities and characteristics. This perspective, known as the trait approach, focuses on identifying attributes like intelligence, confidence, and integrity that are believed to be common among successful leaders. It operates on the fundamental premise that leaders are born with these unique traits, distinguishing them from individuals who lack them.

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272. (B) Transactional
Transactional leadership is characterized by a focus on the exchange between the leader and the followers. This style involves clarifying task requirements and setting performance goals to maintain operational efficiency. By providing rewards such as bonuses or applying punishments based on performance outcomes, the leader ensures that the status quo is maintained and the organization functions smoothly and predictably.

273. (D) Inspiring followers to achieve extraordinary outcomes and embrace change.
Transformational leaders serve as agents of change who articulate a compelling vision for the future of the organization. Their primary goal is to inspire followers to move beyond their self-interests and work toward collective goals. By empowering team members and building trust, these leaders foster commitment and fundamentally alter the values of their team to reach higher performance levels.

274. (A) Transformational leaders inspire change, while Transactional leaders manage through rewards and punishments.
The distinction between transactional and transformational leadership lies in their primary focus and methodology. Transactional leaders emphasize managerial tasks, using performance-contingent rewards and punishments to ensure efficient operations and maintain the status quo. In contrast, transformational leaders act as change agents who use inspiration, empowerment, and a shared vision to motivate followers to achieve extraordinary institutional results.

36. The term 'Multiple Disabilities' refers to a situation where an individual has:
(A) A single, severe disability.
(B) A temporary physical injury.
(C) A disability that affects multiple family members.
(D) Two or more disabilities co-occurring, the combination of which causes severe educational needs.

37. Which of the following is a primary educational need for a student with an intellectual disability?
(A) A focus on abstract and theoretical concepts.
(B) A highly competitive and fast-paced learning environment.
(C) A curriculum with an emphasis on functional academics and life skills.
(D) A complete exemption from all academic activities.

38. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The identification of diverse learners for inclusion is a critical first step in providing appropriate educational support.
Reason (R): Without proper identification, it is impossible to plan for specific needs, curricular adaptations, and required resources.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

39. Which of the following is NOT a preventive measure for disabilities?
(A) Genetic counseling and prenatal care.
(B) Segregating children with minor health issues.
(C) Universal immunization programs.
(D) Improved nutrition for mothers and children.

40. What is a key characteristic of 'Models of Inclusion'?
(A) They are rigid frameworks that must be applied uniformly to all educational institutions and school districts.
(B) They are exclusively designed for special schools and specialized training centers for clinical rehabilitation.
(C) They focus only on the inclusion of academically gifted students and those showing high athletic potential.
(D) They provide different approaches for implementing inclusive education, such as the full inclusion model or the resource room model.

41. Consider the following methods and select those which are appropriate for the educational evaluation of diverse learners:
(i) Standardized, time-bound written tests only.
(ii) Portfolio assessment.
(iii) Observation and anecdotal records.
(iv) Continuous and Comprehensive Evaluation (CCE).
Choose the correct answer from the options given below:
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i) and (iv)
(D) (i), (ii) and (iv)

42. A teacher notices a student has significant difficulty with reading, writing, and spelling despite having average intelligence. This could be an early sign for identification of which type of diverse learner?
(A) A student with a visual impairment.
(B) A student with a specific learning disability.
(C) A student with a hearing impairment.
(D) A student with an intellectual disability.

43. Which of the following is an example of an educational evaluation 'tool' for inclusive settings?
(A) The principle of observation.
(B) The method of case study.
(C) A checklist for assessing adaptive behavior.
(D) The technique of a structured interview.

44. Which statement about the causes of disabilities is most accurate?
(A) All disabilities are genetic and cannot be prevented.
(B) The primary cause of disability worldwide is lack of formal education.
(C) Disabilities are solely the result of accidents

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structure, which indicates how clearly tasks are defined; and position power, which involves the leader's formal authority. The leader's internal personality traits are not used as a defining factor for favorableness.

284. (A) Team Management.
The managerial grid identifies team management as the ideal leadership style for high-performing organizations. This approach involves a high concern for both people and production, integrating task requirements with the needs of the staff. By balancing these two dimensions, leaders can foster a collaborative environment where employees are committed to achieving institutional goals while feeling supported and valued in their roles.

285. (C) In situations of moderate favorableness.
According to Fiedler's contingency model, the effectiveness of different leadership styles varies depending on the degree of situational favorableness. Relationship-motivated leaders, who prioritize interpersonal connections and group atmosphere, are found to be most effective in situations that are moderately favorable. In contrast, task-motivated leaders tend to perform better at the extremes of high favorableness or high unfavorableness.

286. (D) The followers' level of readiness.
Situational leadership theory proposes that leaders must adapt their style to the developmental level of their subordinates. This readiness is determined by a combination of the followers' competence to perform the task and their commitment or willingness to do so. As followers progress through different stages of maturity, the leader shifts between styles like telling, selling, participating, and delegating.

287. (C) Leader-Member Exchange Theory
Leader-member exchange theory examines the unique, one-on-one relationships that develop between a leader and each subordinate. It suggests that leaders do not treat everyone the same way but instead form high-quality in-group relationships with some and lower-quality out-group relationships with others. The quality of these individual connections is a major predictor of how followers will perform and feel.

288. (A) low competence and low commitment.
The telling style in situational leadership is highly directive and involves providing close supervision and specific instructions. This approach is most appropriate for followers who are at the lowest level of readiness, meaning they lack both the necessary skills and the motivation to complete the task. By being directive, the leader provides the structure needed for the followers to succeed.

289. (D) By incorporating the dimension of effectiveness.
The tri-dimensional model developed by Reddin expands upon earlier two-dimensional frameworks like the managerial grid. While those models focus primarily on concern for people and tasks, the tri-dimensional model adds a third axis for effectiveness. This addition acknowledges that any specific leadership style can be successful or unsuccessful depending on how well it is matched to the specific situational requirements.

290. (A) leaders develop different quality relationships with different followers.
A central insight of leader-member exchange theory is the recognition that leadership is not a uniform process across an entire team. Instead, it highlights that leaders establish varying levels of trust and interaction with different individuals. These dyadic relationships lead to the formation of in-groups and out-groups, suggesting that a leader's influence is filtered through these unique social connections.

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291. (C) Quality Assurance
Quality assurance represents a proactive stage in the management of standards. Unlike reactive methods that find errors after production, this approach focuses on the systems and processes themselves. By building quality into the entire system from the beginning, organizations can prevent defects from occurring. This ensures that the final output consistently meets high standards by improving how work is performed.

292. (A) It involves every member of the organization in a continuous improvement effort.
Total quality management is a comprehensive philosophy that extends beyond a single department. It requires the active participation of every individual within the institution to constantly improve processes and customer satisfaction.

This holistic approach emphasizes long-term commitment to quality, where small, continuous improvements across the entire organization lead to superior institutional performance and a culture of excellence for everyone.

293. (D) Walter Shewhart
Statistical process control is a foundational element of quality control that uses mathematical tools to monitor and manage production. Walter Shewhart is the pioneer credited with developing these statistical methods. His work provided the basis for systematically ensuring that processes remain within defined standards. This contribution was later expanded upon by other quality gurus to form broader management philosophies.

294. (B) Inspection → Quality Control → Quality Assurance → TQM
The evolution of quality management follows a logical progression from reactive to proactive and finally holistic approaches. It began with inspection, which focused on finding defects in finished goods. This was followed by quality control, using statistical tools during production. Next came quality assurance, focusing on process prevention. Finally, total quality management emerged as a comprehensive philosophy involving the whole organization.

295. (C) management's responsibility for the system and continuous improvement.
W. Edwards Deming championed a management philosophy that shifted the focus toward a system-oriented approach. He argued that management holds the primary responsibility for the organizational systems and processes that determine quality. His work emphasizes the need for continuous improvement rather than one-time fixes. This holistic view encourages long-term strategic planning to ensure quality is integrated into every level.

296. (D) To create readiness and motivation for the upcoming change.
The first stage of the three-step model of change involves preparing the organization for a new direction. This phase, known as unfreezing, aims to challenge existing attitudes and behaviors that may resist the proposed transition. By doing so, administrators create the necessary motivation and readiness among staff members, making it easier to implement new practices and structures in later stages.

297. (A) mistake-proofing processes.
Poka-yoke is a Japanese management technique designed to improve quality and efficiency by preventing errors before they happen. It involves the implementation of mistake-proofing mechanisms within a process to ensure that it is difficult or impossible for an operator to make a mistake. This proactive approach helps in reducing waste and increasing the reliability of institutional operations and outcomes.

298. (B) Appraisal Costs
Assessing the financial impact of quality requires categorizing different types of expenditures. Expenses related to the inspection, testing, and monitoring of products or services to ensure they meet specified standards are known as appraisal costs. These costs are incurred as part of the effort to identify defects early and verify that the institution's outputs align with its quality requirements.

299. (B) Unfreezing, Moving, Refreezing
Managing planned change requires a structured sequence of actions to ensure success and stability. The process begins with unfreezing, which creates the motivation to change. This is followed by the moving stage, where new practices and values are introduced. Finally, refreezing occurs to stabilize the organization at a new equilibrium, ensuring the changes are reinforced and become permanent.

300. (A) To set standards and promote quality assurance in education.
Organizations like the National Assessment and Accreditation Council and the International Network for Quality Assurance Agencies in Higher Education play a vital role in the educational landscape. They are responsible for establishing benchmarks and promoting quality initiatives on both national and international levels. These agencies help institutions improve performance by providing frameworks for evaluation, accreditation, and continuous improvement.

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CHAPTER 10
Inclusive Education

1. Which of the following best defines the concept of 'Inclusive Education'?
(A) An educational setting designed exclusively for students diagnosed with specific physical or intellectual disabilities.
(B) An educational approach where all students, regardless of ability or background, learn together in a common environment.
(C) A system where students with disabilities are placed in general education classrooms only for non-academic subjects.
(D) The process of integrating students from marginalized groups into separate, specialized schools to provide vocational training.

2. Read the following statements regarding the principles of inclusive education and select the correct option.
Statement I: Inclusive education is based on the principle of equity, ensuring all learners have access to quality education.
Statement II: Inclusive education promotes a segregated approach to meet the specific needs of diverse learners.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

3. Match the items in List I with the items in List II.
List I: (Policy/Act)
P. Persons with Disabilities Act
Q. National Policy of Education
R. Rehabilitation Council of India Act
S. Programme of Action
List II: (Year of Implementation)
1. 1986
2. 1992 (POA)
3. 1995
4. 1992 (RCI)
Choose the correct answer from the options given below:
(A) P-3, Q-1, R-4, S-2
(B) P-1, Q-3, R-2, S-4
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-1, R-3, S-4

4. Which of the following statements about the scope of inclusive education is incorrect?
(A) It encompasses learners with disabilities and those from marginalized groups.
(B) It includes curricular adaptations and changes in teaching-learning strategies.
(C) It aims to address the diverse needs of all learners in a common setting.
(D) It is limited to providing physical access to school buildings.

5. The target groups for inclusive education primarily include diverse learners, which encompasses learners with disabilities and which other group?
(A) Academically gifted students only.
(B) Students from urban elite families.
(C) Marginalized groups.
(D) Students aspiring for vocational training.

6. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The philosophy of education for children with disabilities has evolved from special and integrated models to an inclusive model.
Reason (R): Inclusive education is considered a more effective and human rights-based approach to ensure education for all.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct

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275. (C) The core principles of the Transformational Approach.
The transformational approach to leadership is fundamentally centered on the idea of driving and facilitating change within an organization. Unlike approaches that prioritize maintaining stability through routine exchanges, this model emphasizes the leader's role in articulating a vision and inspiring followers to reach higher levels of motivation. It is specifically designed to transform organizational culture and achieve exceptional outcomes.

276. (A) Value-based Leadership
Leaders who are driven by a strong set of internal principles such as equity, honesty, and social justice follow a value-based approach. They use these core values to guide their decision-making and to build a shared sense of purpose among their followers. This fosters an organizational culture rooted in ethical behavior and trust, where actions are consistently aligned with principles.

277. (D) the role of unconscious thoughts and past experiences in leadership dynamics.
The psychodynamic approach provides a unique clinical perspective on leadership by exploring the hidden psychological factors that influence behavior. It focuses on how the unconscious thoughts and previous experiences of both leaders and followers impact their current interactions. By understanding these deep-seated personality dynamics, administrators can better explain and address irrational or dysfunctional behaviors that occur within the organization.

278. (B) Cultural Leadership
Cultural leadership emphasizes the leader's responsibility in shaping and maintaining the shared norms, traditions, and beliefs of an institution. These leaders recognize the symbolic nature of their role and use rituals, stories, and specific language to reinforce the organization's identity. This approach ensures that the institutional culture is intentionally developed to guide the organization's direction and shared purpose.

279. (C) dependence on the leader's personal presence and charm.
Charismatic leadership relies heavily on the personal charm and extraordinary qualities of the leader to articulate a resonant vision. While this style can evoke strong emotional commitment, especially during times of crisis, it has a notable vulnerability. The effectiveness of the leadership is inextricably linked to the individual's presence, making the organizational momentum highly dependent on that specific person.

280. (D) A leader's actions and vision are guided by a core set of ethical principles.
The foundational principle of value-based leadership is that a leader's internal moral compass should drive their actions and organizational vision. By drawing upon values such as integrity and justice, these leaders create a culture of trust. They align their behavior with these ethical principles to guide the institution toward a shared purpose, ensuring that organizational goals remain ethically grounded.

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281. (A) Country Club
The managerial grid model uses two dimensions to classify leadership styles based on concern for people and concern for production. A style characterized by a high degree of concern for the well-being and needs of people, combined with a low emphasis on task completion or production, is known as country club management. This approach prioritizes a friendly workplace atmosphere.

282. (B) Effective leadership depends on matching the leader's style to the situational context.
Fiedler's contingency model posits that there is no single best way to lead an organization. Instead, leadership effectiveness is determined by how well a leader's style—whether task-motivated or relationship-motivated—fits the specific situation. This situational favorableness is analyzed through factors like task structure and position power. Success depends on the alignment between the leader and their current environmental circumstances.

283. (B) Leader's personality traits
In Fiedler's contingency framework, situational favorableness is assessed using three specific criteria that determine how much control a leader has. These factors include leader-member relations, which reflect trust; task

Framework (2005) advocates for a curriculum that is flexible and responsive to the needs of diverse learners.
Statement II: The NCF (2005) promotes rote memorization as the primary method of learning for all students, including those with disabilities.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

15. Consider the following features of the Inclusive Education scheme under Sarva Shiksha Abhiyan (SSA):
(i) Provision of resource support to children with special needs.
(ii) Emphasis on creating enabling environments in schools.
(iii) A zero rejection policy towards children with disabilities.
(iv) Promoting the establishment of separate schools for children with disabilities.
(v) Conducting regular assessments to identify children with special needs.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii), and (v)
(B) (i), (iii), (iv), and (v)
(C) (ii), (iii), (iv), and (v)
(D) (i), (ii), (iv), and (v)

16. What is the primary function of the Rehabilitation Council of India (RCI) as per the RCI Act, 1992?
(A) To provide financial aid to persons with disabilities.
(B) To regulate and monitor the training of rehabilitation professionals and personnel.
(C) To conduct a nationwide census of persons with disabilities.
(D) To manufacture and distribute assistive devices.

17. Which of the following is considered an academic concession for diverse learners?
(A) Providing a scholarship for higher education.
(B) Providing a scribe or extra time during examinations.
(C) Providing a travel allowance to attend school.
(D) Providing free textbooks and uniforms.

18. The UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) operates on which fundamental principle?
(A) The social and human rights model of disability.
(B) The charity model of disability.
(C) The medical model of disability.
(D) The vocational rehabilitation model of disability.

19. Match the items in List I with the items in List II.
List I: (Concept/Model)
P. Special Education
Q. Integrated Education
R. Inclusive Education
S. UNCRPD
List II: (Core Idea)
1. Placing CWSN in mainstream schools without systemic changes
2. Education in a separate, specialized environment
3. Education as a fundamental human right for all
4. Restructuring school culture and practices for all learners
Choose the correct answer from the options given below:
(A) P-1, Q-2, R-3, S-4
(B) P-2, Q-1, R-4, S-3
(C) P-3, Q-4, R-1, S-2
(D) P-2, Q-3, R-4, S-1

20. Which statement identifies a key implication of the UNCRPD for India?
(A) It encourages India to maintain its existing segregation-based policies and expand special school systems.
(B) It provides direct funding for building special schools across India and purchasing assistive technology.
(C) It mandates that only professionals trained abroad can work in the field of disability and rehabilitation.
(D) It legally binds India to review and align

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its national laws with the convention's principles of inclusion and non-discrimination.

21. The transition from a 'welfare' perspective to a 'rights-based' perspective for persons with disabilities is most strongly represented by which of the following?
(A) The National Policy of Education (1986)
(B) The Sarva Shiksha Abhiyan (SSA)
(C) The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
(D) The Rehabilitation Council of India Act (1992)

22. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The Sarva Shiksha Abhiyan (SSA) played a significant role in promoting inclusive education in India.
Reason (R): SSA adopted a 'zero rejection' policy, aiming to enroll all out-of-school children, including those with special needs.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

23. Which of the following is NOT a financial concession or facility typically provided to diverse learners?
(A) Scholarships
(B) Travel allowance
(C) Subsidies for assistive devices.
(D) Guaranteed employment in a multinational corporation.

24. The National Policy of Education (1986) envisioned that children with mild disabilities should be educated in:
(A) Integrated settings with other children.
(B) Special schools established in every district.
(C) Home-based educational programs.
(D) Vocational training centers exclusively.

25. Consider the following statements regarding the evolution of the philosophy of inclusive education:
(i) Special education was the initial approach, focusing on education in segregated settings.
(ii) Integrated education involved placing children with disabilities in mainstream schools but expected them to adapt.
(iii) Inclusive education requires the system to adapt to the needs of the child.
(iv) The evolution has been linear and uniform across all regions of India.
Which of the above statement(s) is/are correct?
(A) (i), (ii) and (iv)
(B) (i), (ii) and (iii)
(C) (ii), (iii) and (iv)
(D) (i), (iii) and (iv)

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26. The term 'handicap' in the context of disability studies refers to:
(A) A loss or limitation of opportunities to take part in the life of the community on an equal level with others.
(B) A physical or psychological abnormality that is identified by a medical professional or diagnosis.
(C) Any restriction or lack of ability to perform an activity in a manner considered normal for human beings.
(D) A medical condition that requires long-term treatment and clinical intervention to manage daily symptoms.

27. Read the following statements and select the correct option.
Statement I: 'Impairment' is a problem in body function or structure.
Statement II: 'Disability' is a difficulty an individual may have in executing activities.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

28. According to the ICF model, 'disability' is understood as a complex interaction between:
(A) A person's health condition and their

vocational skills.
(B) A person's personal factors and their family's financial status.
(C) A person's environmental factors and the national economic policy.
(D) A person's health condition and personal and environmental factors.

29. Consider the following legal/policy documents and arrange them in the order they were enacted/formulated:
(i) Persons with Disabilities Act
(ii) Rehabilitation Council of India Act
(iii) National Policy of Disabilities
(iv) Programme of Action
Choose the correct answer from the options given below:
(A) (ii), (iv), (i), (iii)
(B) (iv), (ii), (i), (iii)
(C) (ii), (i), (iv), (iii)
(D) (i), (ii), (iii), (iv)

30. Which of the following best describes the International Classification of Functioning, Disability and Health (ICF) model?
(A) A medical model focusing solely on the diagnosis of diseases.
(B) A biopsychosocial model that provides a standard language for describing health and health-related states.
(C) A classification system that labels individuals based on their limitations.
(D) A social model that ignores the biological aspects of disability.

31. 'Readiness of School' for inclusion primarily implies:
(A) The school has a sufficient number of students with disabilities enrolled in its special education wing.
(B) The school is located in a prime urban area with access to clinical services and rehabilitation.
(C) The school has the physical infrastructure, trained teachers, and a flexible curriculum to welcome all learners.
(D) The school has received national awards for academic excellence and high percentage of graduation rates.

32. Consider the following key indicators of a school's readiness for inclusion:
(i) A rigid, one-size-fits-all curriculum.
(ii) Positive attitudes of teachers and administrators towards diversity.
(iii) Accessible physical infrastructure.
(iv) Strong school-community partnerships.
(v) Availability of trained resource teachers and support staff.
Which of the above statement(s) is/are correct?
(A) (i), (ii), (iii), and (iv)
(B) (ii), (iii), (iv), and (v)
(C) (i), (iii), (iv), and (v)
(D) (i), (ii), (iv), and (v)

33. A student has significant limitations in both intellectual functioning and adaptive behavior. This condition is best identified as:
(A) Physical disability
(B) Intellectual disability
(C) Multiple disabilities
(D) Learning disability

34. A student with cerebral palsy who has difficulty with motor control would be classified under which broad category of disability?
(A) Physical disability
(B) Intellectual disability
(C) Multiple disabilities
(D) Sensory disability

35. Match the items in List I with the items in List II according to the ICF Model.
List I: (Term)
P. Impairment
Q. Activity Limitation
R. Participation Restriction
S. Environmental Factors
List II: (Description)
1. Difficulty in engaging in life situations (e.g., attending school)
2. The physical, social and attitudinal world
3. A problem in body function or structure (e.g., paralysis of a leg)
4. Difficulty in executing a task (e.g., walking)
Choose the correct answer from the options given below:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-4, Q-3, R-2, S-1

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explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

7. What is the most appropriate description of 'Integrated Education'?
(A) A system where all students learn together in the same classroom with full support and systemic changes.
(B) A network of separate special schools catering to different types of disabilities and educational needs.
(C) An educational model that focuses solely on vocational training and functional skills for students with special needs.
(D) A process of placing learners with disabilities in mainstream schools without necessary changes in the school system.

8. All of the following are likely components of the Programme of Action (1992) regarding inclusive education EXCEPT:
(A) The mandate for a completely separate schooling system for all children with disabilities.
(B) A plan to implement the provisions of the National Policy of Education (1986).
(C) Broad strategies for expanding educational access and infrastructure for learners with disabilities.
(D) Comprehensive emphasis on specialized teacher training to handle diverse and inclusive classrooms.

9. Consider the following statements regarding the provisions of the Persons with Disabilities Act (1995):
(i) It emphasized the prevention and early detection of disabilities.
(ii) It mandated the creation of a barrier-free environment for persons with disabilities.
(iii) It made provisions for affirmative action and non-discrimination.
(iv) It exclusively focused on financial rehabilitation, ignoring educational aspects.
Which of the above statement(s) is/are correct?
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i), (iii) and (iv)
(D) (i), (ii) and (iv)

10. A school principal decides to modify the school's infrastructure by adding ramps and accessible toilets. This action is a direct application of the principles found in which legislation?
(A) National Policy of Disabilities (2006)
(B) Rehabilitation Council of India Act (1992)
(C) National Curriculum Framework (2005)
(D) Programme of Action (1992)

11. Which of the following pairs is correctly matched?
(A) NCF (2005) - Regulating professional standards in rehabilitation
(B) RCI Act (1992) - Providing a comprehensive framework for curriculum in schools
(C) SSA - Formulating a national policy on disability without implementation strategies
(D) PwD Act (1995) - Ensuring equal opportunities and rights for persons with disabilities

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12. Consider the following educational philosophies and arrange them in their correct chronological order of evolution:
(i) Inclusive Education
(ii) Integrated Education
(iii) Special Education
(iv) Segregated Education
Choose the correct answer from the options given below:
(A) (iv), (iii), (i), (ii)
(B) (iii), (iv), (ii), (i)
(C) (iv), (iii), (ii), (i)
(D) (iii), (ii), (i), (iv)

13. The National Policy of Disabilities (2006) primarily aims to:
(A) Create a legal framework for punishing discrimination against persons with disabilities.
(B) Focus solely on the medical rehabilitation of persons with disabilities.
(C) Create a comprehensive policy document for the empowerment of persons with disabilities.
(D) Establish a council for regulating special education teachers.

14. Read the following statements and select the correct option.
Statement I: The National Curriculum

and injuries in adulthood.
(D) Disabilities can be caused by a wide range of factors, including genetic conditions, complications during birth, certain diseases, and environmental factors.

45. Consider the following characteristics and select those typically associated with an intellectual disability:
(i) Significantly sub-average intellectual functioning.
(ii) Deficits in adaptive behavior.
(iii) Onset before the age of 18.
(iv) Above-average sensory acuity.
(v) Exceptional talent in a specific artistic field (savant).
Choose the correct answer from the options given below:
(A) (i), (iv), and (v)
(B) (ii), (iii), and (iv)
(C) (i), (ii), and (iii)
(D) (iii), (iv), and (v)

46. When a school's policies, curriculum, and teaching practices are all designed to accommodate the full range of student diversity, it is practicing which model of inclusion?
(A) The locational integration model.
(B) The full inclusion model.
(C) The social integration model.
(D) The special school model.

47. Read the following statements and select the correct option.
Statement I: An impairment always leads to a handicap.
Statement II: A disability is the functional limitation resulting from an impairment.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

48. A key aspect of identifying diverse learners for inclusion involves:
(A) A multi-disciplinary assessment to understand a student's strengths and needs.
(B) Labeling students to segregate them.
(C) Focusing only on students' weaknesses and deficits.
(D) Using a single IQ test as the sole criterion for identification.

49. Match the items in List I with the items in List II.
List I: (Type of Disability)
P. Intellectual Disability
Q. Physical Disability (Locomotor)
R. Visual Impairment
S. Hearing Impairment
List II: (Primary Characteristic)
1. Difficulty in movement of body parts
2. Limitation in the ability to see
3. Limitation in the ability to hear
4. Limitation in cognitive functioning and adaptive skills
Choose the correct answer from the options given below:
(A) P-1, Q-4, R-2, S-3
(B) P-4, Q-1, R-2, S-3
(C) P-4, Q-2, R-1, S-3
(D) P-2, Q-1, R-4, S-3

50. The prevalence of disabilities in a population refers to:
(A) The number of new cases of a disability occurring over a specific time period.
(B) The rate at which disabilities are prevented.
(C) The total number of individuals with a disability in a population at a specific point in time.
(D) The number of special schools available for a specific disability.

51. In planning an inclusive classroom, what is the most critical infrastructural consideration?
(A) The classroom must be painted in bright colors.
(B) The classroom must have a smart board.
(C) The physical environment must be barrier-free and accessible to all students.
(D) The classroom must have individual desks for every student.

52. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The role of a teacher in an

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67. What is the primary role of a 'professional' (e.g., a speech therapist or occupational therapist) in a parent-professional partnership?
(A) To take over all responsibilities from the parent.
(B) To interact only with the school administration.
(C) To provide specialized expertise and collaborate with parents and teachers to support the student.
(D) To provide services only outside the school environment.

68. The use of large-print books, audiobooks, and providing a summary of the text are all examples of:
(A) Adapting the physical infrastructure.
(B) Modifying the school's human resource policy.
(C) Changing the school's admission criteria.
(D) Adapting the instructional materials as a form of curricular adaptation.

69. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Parent-professional partnership is a cornerstone of successful inclusive education.
Reason (R): Parents possess unique and in-depth knowledge about their child's strengths, needs, and history, which is invaluable for effective educational planning.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

70. Which of the following represents an adaptation in the 'process' of instruction for a student with an attention deficit?
(A) Providing the student with a special ergonomic chair.
(B) Breaking down a long assignment into smaller, manageable steps.
(C) Allowing the student to use a calculator for a math test.
(D) Giving the student an extra set of textbooks to keep at home.

71. In an inclusive setting, the responsibility for the education of a child with a disability lies with:
(A) The special education teacher only.
(B) The child's parents only.
(C) The entire school community, including the general education teacher, special educator, parents, and peers.
(D) The school principal only.

72. Consider the following practices and select those which are considered 'Instructional Practices' suitable for an inclusive classroom:
(i) Co-operative learning.
(ii) Differentiated instruction.
(iii) Peer tutoring.
(iv) Lecture method as the sole approach.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i), (iii) and (iv)
(D) (i), (ii) and (iv)

73. A school that has ramps, accessible washrooms, and adjustable furniture is demonstrating good management of which aspect of inclusive education?
(A) Human Resource
(B) Instructional Practices
(C) Curricular Adaptations
(D) Infrastructure

74. Allowing a student to demonstrate their understanding of a history chapter by creating a diorama instead of writing an essay is an example of adaptation in:
(A) Content
(B) Process
(C) Product
(D) Environment

75. The primary goal of a parent-professional partnership is to:
(A) Ensure parents follow the professionals' instructions without question.
(B) Reduce the legal liability of the school.
(C) Shift the responsibility of education from the school to the parents.
(D) Create a collaborative and supportive network to enhance the student's development and learning.

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(D) (ii), (iv), (iii), (i)

60. 'Remedial Teaching' in an inclusive context is best described as:
(A) Re-teaching the entire class syllabus if a few students fail to understand initial concepts.
(B) A form of academic punishment for students who do not complete their assigned homework.
(C) A separate curriculum designed exclusively for low-achieving students in a different classroom.
(D) Providing targeted instructional support to students who are facing learning difficulties to help them catch up.

61. Which of the following is NOT an example of an 'assistive technology product'?
(A) A hearing aid.
(B) A wheelchair.
(C) An Individualized Education Plan (IEP).
(D) A screen reader software.

62. Consider the following components and select those which constitute effective 'Parent-Professional Partnership' in inclusive education:
(i) Professionals dictating all decisions to parents.
(ii) Mutual respect, trust, and open communication.
(iii) Collaborative goal-setting for the student.
(iv) Parents actively participating in the educational process.
(v) Limiting parent involvement to annual report card days.
Choose the correct answer from the options given below:
(A) (i), (ii), and (iii)
(B) (ii), (iii), and (iv)
(C) (iii), (iv), and (v)
(D) (i), (iv), and (v)

63. The role of peers in an inclusive classroom is crucial for:
(A) Creating a competitive environment where students with disabilities are isolated.
(B) Fostering social acceptance, providing academic support, and modeling appropriate behavior.
(C) Reporting the mistakes of students with disabilities to the teacher.
(D) Ignoring students with disabilities to promote their independence.

64. An Individualized Education Plan (IEP) is considered an example of an assistive and adaptive technology 'process' because:
(A) It is a physical device that students use during classroom instruction and examinations.
(B) It is a software program available for purchase to automate classroom management.
(C) It is a standardized test administered to all students to determine academic ranking.
(D) It is a systematic, collaborative procedure for planning a student's education.

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65. A school establishes a 'resource room' staffed by a special educator where students with disabilities can receive specialized instruction for a part of the school day. This is a common feature of which aspect of inclusive classroom management?
(A) Human resource management.
(B) Infrastructure management.
(C) Curricular adaptation.
(D) Financial management.

66. Match the items in List I with the items in List II.
List I: (Inclusive Practice/Resource)
P. Curricular Adaptation
Q. Assistive Technology Product
R. Individualized Education Plan (IEP)
S. Peer Tutoring
List II: (Description)
1. A written legal document outlining a student's educational program
2. A social support strategy involving students helping other students
3. Modifying the content, process, or product of learning
4. A tool or appliance like a magnifier or hearing aid
Choose the correct answer from the options given below:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

(C) Historical trends in special education.
(D) Sociological impacts of disability.

115. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The Programme of Action (1992) was formulated to operationalize the goals of the National Policy on Education (1986).
Reason (R): The NPE (1986) provided a broad policy direction for education, while the POA (1992) detailed the specific strategies and actions required for implementation.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

116. What does 'prevalence' of disability refer to in a population?
(A) The risk of acquiring a disability.
(B) The number of new cases of a disability in a given period.
(C) The effectiveness of disability prevention programs.
(D) The total number of existing cases of a disability at a point in time.

117. A 'Model of Inclusion' where a student spends most of the day in a regular class but is pulled out for specialized instruction in a resource room is often called:
(A) The full inclusion model.
(B) The segregated model.
(C) The mainstreaming or integration model.
(D) The self-contained model.

118. Consider the following and select those which are essential for the effective identification of diverse learners for inclusion:
(i) Using a single, standardized intelligence test for all.
(ii) A multidisciplinary team approach.
(iii) Observation of the student in various settings.
(iv) Consideration of the student's cultural and linguistic background.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i), (iii) and (iv)
(D) (i), (ii) and (iv)

119. Differentiated instruction, a key practice in inclusive classrooms, involves modifying which of the following for students?
(A) School timings and fee structure.
(B) The school's mission statement.
(C) The number of teachers in the school.
(D) Content, process, and product.

120. Which of the following is the most significant facilitator for inclusive education at the school level?
(A) A rigid administrative hierarchy.
(B) A collaborative and positive school culture that values diversity.
(C) A focus on individual competition among students.
(D) Infrequent communication with parents.

121. One of the ethical challenges in inclusive education is balancing the 'right to inclusion' with the 'right to':
(A) A separate education.
(B) An easier curriculum.
(C) An effective and appropriate education.
(D) Exemption from all assessments.

122. Consider the following and select those which are characteristics of effective instructional practices in an inclusive classroom:
(i) Student-centered approaches.
(ii) Use of multiple modalities to present information.
(iii) Emphasis on rote learning and memorization.
(iv) Flexible grouping of students.
(v) A single, unchanging teaching method for the entire year.
Choose the correct answer from the options given below:
(A) (i), (ii), and (iv)
(B) (i), (iii), and (v)
(C) (ii), (iii), and (iv)
(D) (iii), (iv), and (v)

123. The National Policy for Persons with Disabilities (2006) emphasizes:

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76. Consider the following aspects and select those which are critical to a successful parent-professional partnership:
(i) One-way communication from professional to parent.
(ii) Shared responsibility for the child's education.
(iii) Mutual respect and trust between parties.
(iv) Regular and meaningful communication.
(v) Viewing parents as passive recipients of information.
Choose the correct answer from the options given below:
(A) (i), (ii), and (iii)
(B) (ii), (iii), and (iv)
(C) (iii), (iv), and (v)
(D) (i), (iv), and (v)

77. An 'attitudinal barrier' to inclusive education is best exemplified by:
(A) A school building without ramps.
(B) A lack of trained special educators.
(C) A curriculum that is too rigid.
(D) A teacher's belief that students with disabilities cannot learn in a regular classroom.

78. Which of the following is considered a 'social barrier' to inclusion?
(A) Lack of assistive technology.
(B) Negative stereotypes and prejudice against persons with disabilities in the community.
(C) Poorly designed classroom furniture.
(D) Inflexible examination systems.

79. An 'educational barrier' to inclusive education would be:
(A) Community resistance to enrolling children with disabilities in the local school.
(B) Parents' lack of awareness about their child's rights.
(C) An inflexible curriculum that does not allow for adaptation.
(D) A government policy that does not allocate sufficient funds.

80. Match the items in List I with the items in List II.
List I: (Type of Barrier)
P. Attitudinal Barrier
Q. Social Barrier
R. Educational Barrier
S. Physical Barrier
List II: (Example)
1. Lack of ramps and accessible toilets in a school
2. A teacher's low expectations for a student with a disability
3. Inflexible and non-adaptive curriculum
4. Stigma and discrimination from community members
Choose the correct answer from the options given below:
(A) P-1, Q-3, R-4, S-2
(B) P-2, Q-4, R-3, S-1
(C) P-2, Q-1, R-3, S-4
(D) P-4, Q-2, R-1, S-3

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81. Which of the following acts as a 'facilitator' for inclusive education?
(A) A rigid, examination-oriented system.
(B) A positive and welcoming school ethos.
(C) Negative media portrayal of persons with disabilities.
(D) Isolation of students with special needs.

82. Read the following statements and select the correct option.
Statement I: Attitudinal barriers are often the most significant and difficult to overcome in the path to inclusive education.
Statement II: Physical barriers, while important, can often be addressed more directly than deep-seated negative attitudes.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

83. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Ethical issues in inclusive education include concerns about labeling and potential stigmatization of students.
Reason (R): While identification is necessary for providing support, applying labels can lead to lowered expectations and social exclusion.

(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

84. What is a significant ethical issue concerning the current status of inclusive education in India?
(A) The over-representation of students with disabilities in higher education.
(B) The lack of any legal framework for inclusive education.
(C) The refusal of private schools to admit any students from marginalized sections.
(D) The gap between inclusive policies on paper and their actual implementation in schools.

85. Which of the following is NOT typically considered a research trend in inclusive education in India?
(A) Studies on the effectiveness of different inclusive pedagogical strategies.
(B) Research on the attitudes of teachers and parents towards inclusion.
(C) Studies proving the superiority of segregated special schools.
(D) Action research projects on creating inclusive school environments.

86. Consider the following and select those which can be identified as major barriers to inclusive education:
(i) Negative attitudes and stereotypes.
(ii) Inflexible curriculum.
(iii) Lack of trained teachers.
(iv) Supportive government policies.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i), (iii) and (iv)
(D) (i), (ii) and (iv)

87. A research study that investigates the lived experiences of students with disabilities in a regular classroom would fall under which paradigm of research?
(A) Experimental research
(B) Correlational research
(C) Survey research
(D) Qualitative research

88. The 'dilemma of difference' is an ethical issue in inclusive education that refers to:
(A) The conflict between acknowledging a student's special needs for support and the risk of stigmatizing them by highlighting their difference.
(B) The difference in funding between private and public schools.
(C) The difference in academic performance between boys and girls.
(D) The conflict between state and central government education policies.

89. Which of the following could be a key facilitator in promoting inclusive education?
(A) A highly centralized and rigid administrative structure.
(B) A culture of competition rather than collaboration among teachers.
(C) Strong leadership from the school principal who champions the cause of inclusion.
(D) The exclusive use of standardized testing for all student assessments.

90. Arrange the following barriers to inclusion in order from most foundational/internal (attitudinal) to most external/structural:
(i) Lack of barrier-free infrastructure.
(ii) Inflexible curriculum.
(iii) Negative stereotypes and prejudice.
(iv) Unsupportive policy framework.
Choose the correct answer from the options given below:
(A) (iii), (ii), (i), (iv)
(B) (i), (ii), (iii), (iv)
(C) (iii), (iv), (ii), (i)
(D) (iv), (iii), (i), (ii)

91. A key research question in the field of inclusive education in India might be:
(A) What is the history of education in ancient Rome?
(B) What is the chemical composition of chalk?
(C) What is the impact of co-operative learning strategies on the social inclusion of children with disabilities in rural primary schools?
(D) How many students are enrolled in universities in Europe?

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92. Which of the following is a primary ethical responsibility of a school practicing inclusive education?
(A) To ensure that students with disabilities do not outperform other students in general examinations.
(B) To publicize the names of all students receiving special support to ensure community awareness.
(C) To provide the easiest possible curriculum to students with disabilities to ensure they pass without effort.
(D) To maintain confidentiality regarding a student's disability while ensuring relevant staff have the information needed to support the student.

93. Consider the following and identify the key facilitators for effective inclusive education:
(i) Collaborative teaching and planning.
(ii) Active involvement of parents and the community.
(iii) Ongoing professional development for teachers.
(iv) A rigid and standardized curriculum.
(v) Strong policy and legislative support.
Choose the correct answer from the options given below:
(A) (i), (ii), (iv), and (v)
(B) (ii), (iii), (iv), and (v)
(C) (i), (ii), (iii), and (v)
(D) (i), (iii), (iv), and (v)

94. The term 'inclusion' itself implies a shift from a 'problem in the child' perspective to a:
(A) 'problem in the family' perspective.
(B) 'problem in the system' perspective, which needs to be restructured.
(C) 'problem that cannot be solved' perspective.
(D) 'problem only for medical professionals' perspective.

95. A common research trend in inclusive education is 'action research'. Why is this approach particularly suitable?
(A) It allows researchers to remain detached from the school environment.
(B) It is theoretical and does not require practical implementation.
(C) It involves practitioners (like teachers) in identifying problems and testing solutions in their own classrooms, leading to immediate improvements.
(D) It focuses exclusively on large-scale quantitative data.

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96. Which statement best reflects the current status of inclusive education in India?
(A) It has been perfectly implemented in all schools across the country with no remaining barriers.
(B) The concept of inclusive education has been officially rejected by the Indian government and ministries.
(C) All special schools have been closed down and converted into regular schools with universal accessibility.
(D) It is a recognized policy goal with significant progress in enrollment, but major challenges remain in quality, teacher preparedness, and infrastructural support.

97. Match the items in List I with the items in List II.
List I: (Ethical Issue)
P. Labeling
Q. Dignity of Risk
R. Confidentiality
S. Resource Allocation
List II: (Description)
1. Ensuring that protecting students does not prevent them from experiencing life and learning from it
2. The fair and equitable distribution of support, staff, and materials among all students
3. Protecting a student's personal information from unauthorized disclosure
4. Applying a diagnostic category that may lead to stigma or lowered expectations
Choose the correct answer from the options given below:
(A) P-1, Q-2, R-4, S-3
(B) P-4, Q-3, R-1, S-2
(C) P-4, Q-1, R-3, S-2
(D) P-3, Q-4, R-2, S-1

98. Overcoming attitudinal barriers to inclusion requires:
(A) Stricter laws and punishments.
(B) Increased awareness, sensitization programs, and positive contact experiences

with persons with disabilities.
(C) Building more special schools.
(D) Ignoring the attitudes and focusing only on infrastructure.

99. A research study that compares the academic achievement of students with disabilities in inclusive settings versus segregated settings would be an example of:
(A) A historical study.
(B) A philosophical study.
(C) A comparative study.
(D) A case study.

100. From an ethical standpoint, what is the most significant danger of a 'one size fits all' approach in an inclusive classroom?
(A) It is significantly more expensive for the school administration to manage over several years.
(B) It is difficult for new teachers to learn as part of their initial professional training.
(C) It requires too much parental involvement in daily school activities and classroom decisions.
(D) It fails to respect the individuality of each learner and denies students the specific support they need to succeed.

101. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): The ICF model shifts the focus from a person's disability to their level of health and functioning.
Reason (R): It conceptualizes functioning as a dynamic interaction between a person's health conditions, environmental factors, and personal factors.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

102. What is the fundamental principle underpinning the concept of 'Inclusive Education'?
(A) Only children who can adapt to the mainstream curriculum should be included.
(B) All children have the right to be educated together, to the maximum extent appropriate.
(C) Segregation is the best way to provide quality education for children with disabilities.
(D) Inclusion is a temporary phase before placing children in special schools.

103. 'Special Education' as a philosophy is best characterized by its focus on:
(A) Education for all in a common setting.
(B) Placing students in regular classes with no support.
(C) Modifying the entire school system to fit the child.
(D) Specialized instruction and services provided in a separate setting.

104. Consider the following and select those which are considered key legal provisions and policies supporting inclusive education in India:
(i) National Policy of Education (1986).
(ii) Persons with Disabilities Act (1995).
(iii) Sarva Shiksha Abhiyan (SSA).
(iv) The Factory Act (1948).
Choose the correct answer from the options given below:
(A) (i), (ii) and (iv)
(B) (ii), (iii) and (iv)
(C) (i), (ii) and (iii)
(D) (i), (iii) and (iv)

105. A student has a condition that results in a loss of function in their arm, which is an 'impairment'. Due to this, they have difficulty writing, which is a 'disability'. The student is disadvantaged in an examination that requires extensive writing. This disadvantage is termed a:
(A) Syndrome
(B) Condition
(C) Handicap
(D) Disorder

106. Read the following statements and select the correct option.
Statement I: The Rehabilitation Council of India (RCI) Act, 1992, is primarily concerned with curriculum development for K-12 schools.
Statement II: The RCI's main role is to standardize and regulate the training of professionals in the field of rehabilitation and special education.
(A) Both Statement I and Statement II are

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correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

107. Which of the following is an example of an 'adaptive technology' process in an inclusive classroom?
(A) A hearing aid.
(B) A wheelchair.
(C) An Individualized Education Plan (IEP).
(D) A text-to-speech software.

108. Consider the following and select the key implications of the UNCRPD for signatory nations:
(i) To adopt legislative measures to abolish discrimination.
(ii) To promote research and development of universally designed goods and services.
(iii) To raise awareness and combat stereotypes against persons with disabilities.
(iv) To maintain segregated facilities as a primary educational model.
(v) To ensure access to justice for persons with disabilities.
Choose the correct answer from the options given below:
(A) (i), (ii), (iii), and (iv)
(B) (ii), (iii), (iv), and (v)
(C) (i), (ii), (iii), and (v)
(D) (i), (iii), (iv), and (v)

109. The educational needs of a student with a physical disability primarily revolve around:
(A) Simplification of all academic content.
(B) The use of sign language in all communication.
(C) A focus on pre-vocational skills only.
(D) Access, mobility, and adaptations for written work or motor tasks.

110. Which method of educational evaluation is most suitable for capturing a student's progress over time in an inclusive setting?
(A) A single, year-end standardized test.
(B) A portfolio containing samples of the student's work, teacher observations, and self-assessments.
(C) A competitive examination against peers.
(D) An IQ test administered annually.

111. Which role is NOT typically associated with a teacher in a parent-professional partnership?
(A) Communicating the student's progress to the parents.
(B) Collaborating with parents to set educational goals.
(C) Providing a medical diagnosis for the child's condition.
(D) Implementing strategies discussed with parents and other professionals.

112. Match the items in List I with the items in List II.
List I: (Legislation/Policy)
P. NCF (2005)
Q. PwD Act (1995)
R. RCI Act (1992)
S. UNCRPD
List II: (Key Focus)
1. Training of Rehabilitation Professionals
2. Rights-based approach to disability, international perspective
3. Connecting knowledge to life outside the school, curricular flexibility
4. Equal opportunities, protection of rights, and full participation
Choose the correct answer from the options given below:
(A) P-1, Q-2, R-3, S-4
(B) P-3, Q-4, R-1, S-2
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

113. A school principal who believes that "these children" (referring to students with disabilities) would be "better off in a special school" is exhibiting which type of barrier?
(A) An infrastructural barrier
(B) An attitudinal barrier
(C) A financial barrier
(D) A pedagogical barrier

114. A research trend focusing on developing and evaluating assistive technologies for diverse learners would be an example of research in:
(A) Policy analysis.
(B) Educational technology and inclusion.

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inclusive classroom extends beyond simple instruction to being a facilitator of learning.
Reason (R): Teachers in inclusive settings must manage diverse needs, adapt curriculum, and foster a climate of acceptance and collaboration.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

53. 'Human Resource' management in an inclusive school involves:
(A) Hiring only teachers with special education degrees for all subjects and limiting general educators to administrative duties.
(B) Appointing a separate administrative head for students with disabilities and keeping specialized staff in separate wings.
(C) Minimizing the number of support staff and resource teachers to reduce the overall school operating costs.
(D) Ensuring continuous professional development for all teachers, and effective utilization of special educators and counselors.

54. Which of the following is an example of a curricular adaptation?
(A) Providing a student with a wheelchair.
(B) Modifying a science experiment to use tactile materials for a student with a visual impairment.
(C) Giving a student a scholarship.
(D) Building a ramp to enter the school library.

55. Consider the following components and select those which are essential for the effective planning and management of an inclusive classroom:
(i) Flexible seating arrangements.
(ii) A rigid and unchangeable timetable.
(iii) Availability of a variety of teaching-learning materials.
(iv) Collaboration between general and special education teachers.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iii)
(B) (ii), (iii) and (iv)
(C) (i), (iii) and (iv)
(D) (i), (ii) and (iv)

56. What is meant by 'instructional practices' in the context of an inclusive classroom?
(A) The rules and regulations of the school.
(B) The methods, strategies, and activities used by the teacher to deliver instruction to all learners.
(C) The administrative procedures for student admission.
(D) The annual evaluation process for teachers.

57. Providing a textbook in Braille for a student with blindness is an example of:
(A) An assistive technology product.
(B) A curricular adaptation.
(C) A remedial teaching technique.
(D) An individualized education plan.

58. The concept of 'Universal Design for Learning' (UDL) is an instructional practice that aligns with inclusive education. It primarily emphasizes:
(A) Creating a single method of instruction that all students must follow regardless of ability.
(B) Focusing instruction only on students in the academic middle to ensure efficiency.
(C) Providing multiple means of representation, engagement, and expression for diverse learners.
(D) Using technology exclusively for gifted students who require high-level academic challenges.

59. Arrange the following steps for developing an Individualized Education Plan (IEP) in a logical sequence:
(i) Implementation and monitoring of the plan.
(ii) Assessment of the student's current performance levels.
(iii) Development of annual goals and short-term objectives.
(iv) Identification of specific special education and related services.
Choose the correct answer from the options given below:
(A) (ii), (iii), (iv), (i)
(B) (i), (ii), (iii), (iv)
(C) (iii), (ii), (iv), (i)

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(A) The medical model as the sole approach to disability diagnosis.
(B) The mandatory institutionalization of all persons with severe disabilities.
(C) The creation of a rights-based, barrier-free, and inclusive society.
(D) The reduction of existing financial concessions for persons with disabilities.

124. In the context of the ICF model, 'Environmental Factors' can act as:
(A) Only barriers.
(B) Only facilitators.
(C) Neither barriers nor facilitators.
(D) Either barriers or facilitators.

125. A teacher who provides a variety of options for students to demonstrate their learning (e.g., written report, oral presentation, or video project) is adapting the:
(A) Content of learning.
(B) Process of learning.
(C) Environment of learning.
(D) Product of learning.

126. Match the items in List I with the items in List II.
List I: (Role Player in Inclusion)
P. School Principal
Q. Resource Teacher
R. Classroom Peer
S. Parent
List II: (Primary Responsibility)
1. Providing specialized academic and functional support
2. Providing social support and modeling inclusive behavior
3. Advocating for the child and collaborating with the school
4. Providing administrative leadership and fostering an inclusive culture
Choose the correct answer from the options given below:
(A) P-4, Q-1, R-2, S-3
(B) P-1, Q-4, R-3, S-2
(C) P-4, Q-3, R-1, S-2
(D) P-2, Q-1, R-3, S-4

127. The term "zero rejection" as promoted under Sarva Shiksha Abhiyan (SSA) means:
(A) No child can be failed in an examination.
(B) All children must receive perfect scores on their assignments.
(C) Teachers cannot reject a student's incorrect answer.
(D) No school has the right to refuse admission to any child, including a child with disabilities.

128. What distinguishes 'Inclusive Education' from 'Integrated Education'?
(A) Integrated education for gifted children, while inclusive education is for children with disabilities.
(B) Inclusive education focuses on changing the system to fit the child, while integration focuses on the child fitting into the system.
(C) There is no difference; the terms are interchangeable.
(D) Inclusive education happens in special schools, while integrated education happens in regular schools.

129. Arrange the following in the chronological sequence of their emergence as dominant approaches to educating children with disabilities:
(i) Integration
(ii) Inclusion
(iii) Segregation (Special Schools)
Choose the correct answer from the options given below:
(A) (i), (ii), (iii)
(B) (iii), (i), (ii)
(C) (ii), (i), (iii)
(D) (iii), (ii), (i)

130. Providing a ramp to the library is an example of modifying the _____ for inclusion.
(A) Curriculum
(B) Infrastructure
(C) Instructional practice
(D) Human resources

131. Read the following statements and select the correct option.
Statement I: An inclusive classroom values diversity and sees individual differences as a resource.
Statement II: An inclusive classroom is characterized by a teacher-centric model where all students must conform to a single standard.
(A) Both Statement I and Statement II are

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192. Which tool is specifically designed to plan education for an individual student with disabilities?
(A) A standardized achievement test.
(B) The school's annual report.
(C) The class timetable.
(D) An Individualized Education Plan (IEP).

193. Which of the following is a proactive approach to managing an inclusive classroom?
(A) Waiting for problems to arise before acting.
(B) Establishing clear routines and using Universal Design for Learning (UDL) principles.
(C) Addressing only the needs of the majority of students.
(D) Using a single instructional method for all lessons.

194. Which of the following is an example of a financial facility for diverse learners?
(A) Providing a scholarship to cover tuition fees.
(B) Providing a scribe in an exam.
(C) Providing extra time to complete an assignment.
(D) Providing simplified reading material.

195. A "zero rejection policy," as part of Sarva Shiksha Abhiyan, is a powerful statement against which barrier to education?
(A) Curricular barriers.
(B) Pedagogical barriers.
(C) Attitudinal and systemic barriers to admission.
(D) Physical barriers within the classroom.

196. The classification of disabilities based on the ICF model is considered an improvement over previous models because:
(A) It focuses only on the medical diagnosis.
(B) It ignores the role of the environment.
(C) It is a deficit-based model that only lists what a person cannot do.
(D) It provides a holistic, biopsychosocial framework considering health and context.

197. The first step in 'planning and management of inclusive classrooms' should be:
(A) To purchase furniture.
(B) To create the final exam paper.
(C) To formulate a classroom philosophy that values diversity.
(D) To group students based on their previous marks.

198. The most crucial element for a successful parent-professional partnership is:
(A) The professional's authority.
(B) Mutual trust and collaborative communication.
(C) The parent's obedience.
(D) The frequency of formal meetings.

199. An ethical dilemma in inclusion known as the "dignity of risk" refers to:
(A) The risk of schools getting sued.
(B) The risk that inclusive education is too expensive.
(C) The risk of teachers being overworked.
(D) Allowing students to experience challenges and potential failure as part of learning and growing.

200. A research study comparing the social skills of children with disabilities in inclusive versus special schools in an Indian district is an example of what kind of research trend?
(A) A study on assistive technology.
(B) A study on the outcomes of inclusive education.
(C) A policy analysis study.
(D) A historical review.

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201. Which term describes the physiological or psychological loss or abnormality of a body part or function?
(A) Handicap
(B) Impairment
(C) Disability
(D) Inclusion

202. The Programme of Action (1992) was created to:
(A) Provide a detailed implementation plan for the NPE 1986.
(B) Formulate a new education policy from scratch.
(C) Establish the Rehabilitation Council of India.
(D) Replace the Persons with Disabilities Act.

203. Which is an example of an 'aid' as an assistive product?

(D) (i), (ii), (iv), and (v)

140. Which Act specifically focuses on the standardization of training for professionals and personnel working in the field of rehabilitation?
(A) Persons with Disabilities Act, 1995
(B) National Trust Act, 1999
(C) Mental Healthcare Act, 2017
(D) Rehabilitation Council of India Act, 1992

141. The NCF 2005 emphasizes that for inclusive education to be successful, the curriculum must be:
(A) Rigid and uniform for all states.
(B) Based entirely on Western educational models.
(C) Accessible and flexible to meet the diversity of learners.
(D) Designed to encourage rote memorization.

142. A person's inability to walk is an impairment. The restriction in their ability to move from one place to another is a disability. The lack of ramps preventing them from entering a building is a:
(A) Syndrome
(B) Diagnosis
(C) Disease
(D) Handicap

143. Match the items in List I with the items in List II.
List I: (Concept)
P. Target Group
Q. Assistive Product
R. Adaptive Process
S. Educational Barrier
List II: (Relevant Example)
1. Remedial Teaching
2. Inflexible Timetable
3. Learners from Marginalized Groups
4. Text-to-speech software
Choose the correct answer from the options given below:
(A) P-3, Q-4, R-1, S-2
(B) P-1, Q-2, R-3, S-4
(C) P-3, Q-1, R-4, S-2
(D) P-2, Q-4, R-1, S-3

144. Which model of disability is the foundation for the ICF classification?
(A) The medical model
(B) The social model
(C) The charity model
(D) The biopsychosocial model

145. Identifying a child's strengths and needs through a variety of tests, observations, and interviews is part of the process of:
(A) Curricular adaptation
(B) Educational evaluation
(C) Remedial teaching
(D) Peer counseling

146. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): An Individualized Education Plan (IEP) is a collaborative process, not just a document.
Reason (R): The effectiveness of an IEP depends on the joint effort and shared goals of teachers, parents, specialists, and the student, where appropriate.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

147. Providing extra time for an examination is an example of:
(A) A financial concession.
(B) A physical concession.
(C) An academic concession.
(D) A vocational concession.

148. Which of the following is a primary characteristic of a student with a physical disability affecting mobility?
(A) Difficulty with social interaction.
(B) Difficulty with reading comprehension.
(C) Difficulty with understanding abstract concepts.
(D) Difficulty with movement and motor coordination.

149. Consider the following aspects regarding successful management of an inclusive classroom:
(i) Infrastructure.
(ii) Human Resource.

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(iii) Instructional Practices.
(iv) Exclusive focus on gifted students only.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iv)
(B) (i), (ii) and (iii)
(C) (ii), (iii) and (iv)
(D) (i), (iii) and (iv)

150. A major focus of research in inclusive education in India is to:
(A) Prove that Indian students are superior to others.
(B) Document best practices and context-specific solutions for inclusion.
(C) Argue against the need for inclusive education.
(D) Focus only on the history of special education.

151. What is the best way to describe "human resource" in the context of an inclusive school?
(A) The school's budget and financial assets.
(B) The school building and physical facilities.
(C) The collective capabilities of all people in the school - teachers, students, parents, and support staff.
(D) The textbooks and library books available.

152. Read the following statements and select the correct option.
Statement I: A barrier-free environment is a prerequisite for successful inclusive education.
Statement II: A barrier-free environment refers only to the absence of physical obstacles.
(A) Both Statement I and Statement II are correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

153. Consider the following and select the essential elements of an Individualized Education Plan (IEP):
(i) A statement of the child's present levels of performance.
(ii) A statement of measurable annual goals.
(iii) A description of the special education and related services to be provided.
(iv) A comparison of the student with their non-disabled peers.
(v) A statement of how the child's progress will be measured.
Choose the correct answer from the options given below:
(A) (i), (ii), (iii), and (iv)
(B) (ii), (iii), (iv), and (v)
(C) (i), (ii), (iv), and (v)
(D) (i), (ii), (iii), and (v)

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154. What is the fundamental difference between an 'aid' and an 'appliance' as assistive products?
(A) Aids are electronic while appliances are non-electronic.
(B) An aid helps in performing a task (e.g., hearing aid), while an appliance often compensates for a structural defect (e.g., prosthesis).
(C) The terms are used interchangeably with no real difference.
(D) Aids are for learning disabilities and appliances are for physical disabilities.

155. The role of a teacher in facilitating a parent-professional partnership includes all of the following EXCEPT:
(A) Initiating regular and positive communication with parents.
(B) Listening to and respecting parents' perspectives and concerns.
(C) Making unilateral decisions about the child's educational program.
(D) Sharing information about the child's progress and challenges at school.

156. A school's refusal to adapt its teaching methods to suit different learning styles is an example of what kind of barrier?
(A) Social barrier
(B) Attitudinal barrier
(C) Physical barrier
(D) Educational or Pedagogical barrier

157. Which ethical issue is most prominent when a school accepts a student with a disability but fails to provide any of the necessary support services?
(A) The issue of labeling.
(B) The issue of confidentiality.

(C) The issue of 'dumping' or token inclusion.
(D) The issue of over-servicing.

158. Which of the following is a cause and prevention strategy for disabilities?
(A) Cause: Attending school; Prevention: Home-schooling all children.
(B) Cause: Genetic factors; Prevention: Avoiding all medical interventions.
(C) Cause: Immunization; Prevention: Stopping all vaccination drives.
(D) Cause: Malnutrition; Prevention: Ensuring proper nutrition for expectant mothers and infants.

159. The primary purpose of educational evaluation for inclusion is:
(A) To rank and label students.
(B) To identify students for expulsion.
(C) To gather information to make informed instructional decisions and plan support.
(D) To create competition among students.

160. Which of the following is NOT a characteristic of intellectual disability?
(A) Significantly sub-average intellectual functioning.
(B) Superior adaptive behavior skills.
(C) Onset during the developmental period.
(D) Deficits in conceptual, social, and practical skills.

161. A 'readiness of school' model for inclusion focuses on:
(A) Assessing if the child is ready for the school.
(B) Assessing if the school is ready for the child.
(C) Assessing if the parents are ready for the school.
(D) Assessing if the community is ready for a new school.

162. Using sign language interpreters in a classroom is an adaptation primarily for students with:
(A) Visual impairments.
(B) Intellectual disabilities.
(C) Locomotor disabilities.
(D) Hearing impairments.

163. The concept of 'marginalized groups' in inclusive education refers to children who may be excluded due to factors like:
(A) High academic achievement.
(B) Living in a capital city.
(C) Socio-economic status, ethnicity, gender, or language.
(D) Having parents who are professionals.

164. The National Curriculum Framework (2005) views diversity in the classroom as:
(A) A problem that needs to be eliminated.
(B) An issue to be handled only by special educators.
(C) A reason for creating separate classrooms.
(D) A resource for enriching the learning for all children.

165. Which of the following pairs is incorrectly matched?
(A) PwD Act - 1995
(B) RCI Act - 1992
(C) National Policy of Education - 1992
(D) National Policy of Disabilities - 2006

166. A case study is a valuable evaluation technique in inclusive education because it allows for:
(A) A quick survey of a large population.
(B) An in-depth, holistic understanding of a single student in their context.
(C) A controlled experiment to establish cause and effect.
(D) The ranking of all students in a class.

167. A teacher who allows a student with writing difficulties to give an oral report is making an adaptation to the:
(A) Learning content.
(B) Learning process.
(C) Learning environment.
(D) Learning product.

168. What is the primary focus of 'Remedial Teaching'?
(A) To provide targeted support to overcome specific learning gaps.
(B) To punish students for poor performance.
(C) To re-teach the entire syllabus to the whole class.
(D) To prepare students for vocational careers only.

169. What does the 'P' in UNCRPD stand for?
(A) Policy

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correct.
(B) Both Statement I and Statement II are incorrect.
(C) Statement I is correct, but Statement II is incorrect.
(D) Statement I is incorrect, but Statement II is correct.

132. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Choose the correct option.
Assertion (A): Curricular adaptations are essential for meaningful participation of diverse learners in the classroom.
Reason (R): A 'one-size-fits-all' curriculum creates barriers for students whose learning styles, abilities, or backgrounds differ from the norm.
(A) Both A and R are true and R is the correct explanation of A.
(B) Both A and R are true but R is not the correct explanation of A.
(C) A is true but R is false.
(D) A is false but R is true.

133. The role of peers as partners in an inclusive classroom is an example of managing which resource effectively?
(A) Financial resource
(B) Infrastructural resource
(C) Human resource
(D) Material resource

134. Which of the following is an assistive technology 'product' for a person with a locomotor disability?
(A) Remedial teaching
(B) A wheelchair
(C) An Individualized Education Plan
(D) Peer tutoring

135. Consider the following and select those which are examples of positive instructional practices in an inclusive classroom:
(i) Using a variety of teaching methods.
(ii) Creating cooperative learning groups.
(iii) Focusing only on lecturing.
(iv) Providing frequent and constructive feedback.
Choose the correct answer from the options given below:
(A) (i), (ii) and (iv)
(B) (i), (iii) and (iv)
(C) (ii) and (iii)
(D) (i), (ii) and (iii)

136. The most fundamental role of a parent in a parent-professional partnership is that of:
(A) A passive observer.
(B) An expert on their own child and their primary advocate.
(C) A financial provider.
(D) A subordinate to the professionals.

137. Which of the following is NOT a social barrier to inclusive education?
(A) Stigma attached to disability.
(B) Lack of an elevator in a multi-story school building.
(C) Prejudicial attitudes.
(D) Social exclusion and isolation of families with disabled members.

138. A research study that aims to measure the change in teachers' attitudes towards inclusion after a sensitization workshop would most likely be:
(A) A historical study.
(B) A purely observational study with no intervention.
(C) A philosophical inquiry.
(D) An experimental or quasi-experimental study.

139. Consider the following and select those which are potential ethical issues in the practice of inclusive education in India:
(i) The risk of 'dumping' students with disabilities in regular classrooms without adequate support.
(ii) Ensuring confidentiality of students' personal information.
(iii) The fair allocation of limited resources.
(iv) The challenge of providing a meaningful curriculum for all.
(v) The complete absence of any government policy on inclusion.
Choose the correct answer from the options given below:
(A) (i), (ii), (iii), and (iv)
(B) (ii), (iii), (iv), and (v)
(C) (i), (iii), (iv), and (v)

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181. An ethical issue arises when an assessment tool used for identification is:
(A) Standardized on a representative population.
(B) Administered by a trained professional.
(C) Culturally biased against a student's background.
(D) Used to inform instructional planning.

182. According to the evolution of educational philosophy, the movement has been in which direction?
(A) From Inclusive to Integrated to Special Education.
(B) From Special to Integrated to Inclusive Education.
(C) From Integrated to Special to Inclusive Education.
(D) From Inclusive to Special to Integrated Education.

183. The main purpose of the National Policy of Disabilities, 2006 is to:
(A) Repeal the Persons with Disabilities Act of 1995.
(B) Focus only on the prevention of disabilities.
(C) Establish a new council to replace the RCI.
(D) Provide a framework for comprehensive action to empower persons with disabilities.

184. In the ICF model, lack of a supportive family or negative community attitudes are considered:
(A) Environmental barriers.
(B) Personal factors.
(C) Body functions.
(D) Activity limitations.

185. 'School readiness' for inclusion means the school is prepared in terms of:
(A) Financial profits only.
(B) Sports achievements only.
(C) Attitude, infrastructure, and pedagogical practices.
(D) Location in an urban area only.

186. Which of the following is an example of adapting the learning process?
(A) Giving a student a large-print textbook.
(B) Using hands-on activities instead of a lecture.
(C) Allowing a student to submit a video project instead of an essay.
(D) Providing a quiet space for a student to work.

187. The role of peers as partners in an inclusive setting primarily helps to break down which type of barrier?
(A) Physical barriers.
(B) Policy barriers.
(C) Curricular barriers.
(D) Social and attitudinal barriers.

188. Current research trends in inclusive education in India often focus on:
(A) Identifying contextually relevant and low-cost inclusive practices.
(B) Proving that inclusion is not possible in the Indian context.
(C) Studying education systems in other continents exclusively.
(D) Limiting research to theoretical aspects without practical application.

189. The most significant challenge to the successful implementation of inclusive education policies in India is often cited as:
(A) The lack of comprehensive national policies.
(B) The resistance from persons with disabilities themselves.
(C) The significant gap between policy and practice.
(D) The overabundance of financial resources.

190. What is the fundamental principle that the UNCRPD champions for education?
(A) The right to a segregated and special education.
(B) The right to be exempt from education.
(C) The right to education only up to the primary level.
(D) The right to an inclusive education system at all levels.

191. A key difference between 'disability' and 'handicap' is that 'handicap' is:
(A) A medical term for a condition.
(B) Always permanent.
(C) Dependent on the interaction with the environment and societal barriers.
(D) A synonym for impairment.

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216. The Sarva Shiksha Abhiyan (SSA) promoted inclusive education primarily through its component called:
(A) National Programme for Education of Girls at Elementary Level (NPEGEL).
(B) Inclusive Education for the Disabled at Secondary Stage (IEDSS).
(C) Education for All (EFA).
(D) Integrated Education for Disabled Children (IEDC).

217. A checklist used by a teacher to track a student's acquisition of daily living skills is an example of an evaluation:
(A) Method
(B) Tool
(C) Technique
(D) Policy

218. In managing an inclusive classroom, 'human resource' includes leveraging the skills of:
(A) The general teacher, special teacher, parents, and even students (peers).
(B) The general teacher only.
(C) The special teacher only.
(D) The school accountant only.

219. Providing audio descriptions of visual content in a video for a student with blindness is a form of:
(A) Infrastructural adaptation.
(B) Human resource management.
(C) Curricular adaptation.
(D) Financial concession.

220. The 'P' in IEP stands for:
(A) Programme
(B) Partnership
(C) Practice
(D) Plan

221. A major facilitator of inclusion at the national level is:
(A) Contradictory laws.
(B) Lack of funding.
(C) Strong and clear legislative support like the RPwD Act, 2016.
(D) Public apathy.

222. An action research project on inclusion would typically be conducted by:
(A) A scientist in a laboratory.
(B) A teacher or a group of teachers in their own school.
(C) A government auditor.
(D) A historian reviewing ancient texts.

223. The philosophy of 'Integrated Education' can be summarized as:
(A) Changing the school to fit the child.
(B) Helping the child fit into the existing school.
(C) Creating separate schools for all children.
(D) Focusing only on non-academic activities.

224. Which policy first strongly articulated the goal of integrating children with mild disabilities into mainstream schools?
(A) The National Policy of Education (1986)
(B) The Kothari Commission (1964-66)
(C) The National Curriculum Framework (2005)
(D) The National Policy of Disabilities (2006)

225. A student with co-occurring visual impairment and hearing impairment has:
(A) An intellectual disability.
(B) A physical disability.
(C) Multiple disabilities.
(D) A temporary disability.

226. What does 'prevention of disabilities' entail?
(A) Preventing children with disabilities from attending school.
(B) Preventing research on the causes of disability.
(C) Focusing only on curing existing disabilities.
(D) Measures taken before, during, and after birth to minimize the occurrence of impairments.

227. What is the goal of an Individualized Education Plan (IEP) meeting?
(A) To inform parents of a decision already made by the school.
(B) To collaboratively develop a plan that meets the student's unique needs.
(C) To discipline the student for poor performance.
(D) To complete paperwork for government records.

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(A) Remedial teaching session
(B) An Individualized Education Plan
(C) A hearing aid
(D) A peer support group

204. The process of modifying the curriculum's content, teaching methods, or learning outcomes to meet the needs of a student is called:
(A) Standardized testing
(B) School infrastructure
(C) Human resource management
(D) Curricular adaptation

205. Which of the following would be a significant facilitator for inclusive education in a school?
(A) Teachers working in isolation.
(B) A rigid, unchanging timetable.
(C) A school principal who actively champions and supports inclusion.
(D) A culture of intense competition among students.

206. The current status of inclusive education in India shows a disconnect between:
(A) Teachers and students.
(B) Policy rhetoric and ground reality.
(C) The RCI and the PwD Act.
(D) The concept of impairment and disability.

207. Which of the following is NOT a target group for inclusive education?
(A) Learners with disabilities
(B) Marginalized groups
(C) Diverse learners in general
(D) Elite athletes training for the Olympics

208. The main role of the Rehabilitation Council of India (RCI) is to:
(A) Regulate and maintain standards for rehabilitation professionals.
(B) Provide pensions to persons with disabilities.
(C) Build accessible buildings.
(D) Design school curricula.

209. The ICF model views disability as an outcome of the interaction between a person's health condition and:
(A) Their financial status.
(B) Their family's educational background.
(C) Personal and environmental factors.
(D) The nation's GDP.

210. Identifying diverse learners is crucial for:
(A) Providing appropriate support and planning instruction.
(B) Segregating them from other students.
(C) Exempting them from all school activities.
(D) Ranking them at the bottom of the class.

211. In an inclusive classroom, who holds the primary responsibility for a child with special needs?
(A) The special educator only.
(B) The parent only.
(C) The school's administrative officer.
(D) The classroom teacher, in collaboration with support staff.

212. Allowing a student to use a word processor to type answers instead of writing by hand is an example of using:
(A) Remedial teaching.
(B) Adaptive technology.
(C) Curricular restriction.
(D) Peer isolation.

213. The most difficult barrier to overcome in inclusive education is often considered to be:
(A) Physical barriers.
(B) Curricular barriers.
(C) Attitudinal barriers.
(D) Communication barriers.

214. A key ethical imperative in inclusive education is to:
(A) Ensure all students are treated exactly the same, without any differentiation.
(B) Focus resources only on the most able students.
(C) Keep parents uninformed about their child's progress.
(D) Uphold the dignity and rights of every individual learner.

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215. The 'social model' of disability, which influenced inclusive education, locates the 'problem' of disability in:
(A) Society's disabling barriers and negative attitudes.
(B) The individual's body.
(C) The individual's karma.
(D) The lack of medical cures.

(B) Programme
(C) Persons
(D) Philosophy

170. 'Co-teaching', where a general education teacher and a special education teacher plan and teach together in the same classroom, is an example of managing:
(A) Human resources.
(B) Financial resources.
(C) Physical infrastructure.
(D) Curricular content.

171. A research trend that examines the implementation of the PwD Act or RTE Act in relation to inclusion is best described as:
(A) Technological research.
(B) Psychological research.
(C) Historical research.
(D) Policy implementation research.

172. The ultimate goal of parent-professional partnership is:
(A) To make parents dependent on professionals.
(B) To ensure the best possible outcomes for the child.
(C) To reduce the workload of teachers.
(D) To fulfill a legal formality.

173. The belief that disability is a divine punishment or a result of karma is an example of what kind of barrier?
(A) An educational barrier.
(B) A physical barrier.
(C) A cultural/attitudinal barrier.
(D) A policy barrier.

174. Which of the following is a key feature of the philosophy of inclusive education?
(A) It is a place, not a service.
(B) It aims for homogeneity in the classroom.
(C) It is only for students with severe disabilities.
(D) It values diversity and individual differences.

175. The term 'diverse learners' refers to a group that is:
(A) Heterogeneous, with a wide variety of abilities, backgrounds, and needs.
(B) Homogeneous in its learning needs.
(C) Comprised only of students with physical disabilities.
(D) Comprised only of students from minority language groups.

176. What is the core principle of the Persons with Disabilities (PwD) Act, 1995?
(A) To provide charity and welfare to disabled persons.
(B) To ensure equal opportunities, protect rights, and promote full participation.
(C) To mandate the segregation of all disabled persons from society.
(D) To focus exclusively on the medical treatment of disabilities.

177. Which of the following is a defining characteristic of "Multiple Disabilities"?
(A) A single disability with multiple symptoms.
(B) A combination of two or more disabilities that causes severe educational needs.
(C) A disability that is not visible.
(D) A temporary disability caused by an accident.

178. Planning for an inclusive classroom must begin with:
(A) Understanding the diverse profiles of the learners in the classroom.
(B) Purchasing the most expensive technology.
(C) Designing a very difficult final examination.
(D) Establishing rigid rules for classroom behavior.

179. A software that reads on-screen text aloud for a person with a visual impairment is called:
(A) A screen magnifier.
(B) A Braille embosser.
(C) A screen reader.
(D) An audio book.

180. A social facilitator for inclusive education would be:
(A) The presence of stereotypes and myths in textbooks.
(B) Community opposition to building a group home for disabled adults.
(C) Media focus only on the tragic aspects of disability.
(D) Public campaigns that portray persons with disabilities in a positive and empowering light.

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228. The peer group in an inclusive class can be a powerful human resource for:
(A) Academic and social support.
(B) Bullying and exclusion.
(C) Reporting to the principal.
(D) Competing for the top rank.

229. Which of the following is an attitudinal facilitator for inclusion?
(A) A school building with stairs and no ramps.
(B) A teacher's belief that all students can learn and belong in their classroom.
(C) A curriculum that cannot be adapted.
(D) A policy that promotes segregation.

230. A key ethical issue in inclusive education is ensuring that inclusion is:
(A) Only for the smartest students.
(B) A way to save money on special education.
(C) Temporary until a special school is available.
(D) Meaningful and not just a physical placement.

231. The UNCRPD takes a strong stance on which model of disability?
(A) The medical model.
(B) The charity model.
(C) The human rights model.
(D) The traditional model.

232. An 'impairment' becomes a 'disability' when:
(A) It results in a functional limitation in performing an activity.
(B) A doctor provides a diagnosis.
(C) The person feels sad about it.
(D) Society decides to label the person.

233. The readiness of a school for inclusion is NOT determined by:
(A) The attitudes and beliefs of the school staff.
(B) The flexibility of the curriculum and teaching methods.
(C) The socio-economic status of the school's neighborhood.
(D) The accessibility of the physical environment.

234. In the context of disability, what is a 'handicap'?
(A) The medical condition itself.
(B) The functional limitation caused by an impairment.
(C) A slang term with no technical meaning.
(D) The social or environmental disadvantage experienced by the individual.

235. Allowing a student to respond to questions orally instead of in writing is a form of:
(A) Instructional adaptation.
(B) Assistive technology.
(C) Remedial teaching.
(D) Peer tutoring.

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236. The most important contribution of parents in a parent-professional partnership is their:
(A) Financial contribution.
(B) In-depth, longitudinal knowledge of their child.
(C) Legal expertise.
(D) Ability to volunteer for school events.

237. Lack of trained teachers is what type of barrier to inclusion?
(A) A social barrier.
(B) An educational/systemic barrier.
(C) A physical barrier.
(D) An attitudinal barrier.

238. An ethical inclusive practice requires that assessment is used for:
(A) Improving teaching and learning.
(B) Labeling and segregation.
(C) Exempting students from difficult subjects.
(D) Creating a competitive school environment.

239. A research trend focusing on how teachers adapt their pedagogy in diverse classrooms in India would be categorized as research on:
(A) The history of RCI.
(B) The architecture of special schools.
(C) Inclusive instructional practices.
(D) The financial aspects of UNCRPD.

240. The 'scope' of inclusive education extends beyond disability to include all learners who are at risk of:
(A) High achievement.
(B) Moving to a different city.
(C) Getting a scholarship.
(D) Marginalization and exclusion.

(C) The interaction of impairment or disability with the environment
(D) The failure of assistive technology

270. How does the ICF Model represent a shift in thinking about disability?
(A) It reinforces the idea that disability is solely a personal medical problem.
(B) It focuses exclusively on environmental barriers, ignoring health conditions.
(C) It replaces the concepts of impairment and disability with a single term.
(D) It moves from a purely medical view to a biopsychosocial perspective

Direction : Please read the following source carefully.

The landscape of inclusive education is defined by the prevalence, types, and characteristics of a wide array of diverse learners. These learners may present with intellectual, physical, or multiple disabilities, each with unique educational needs. Intellectual disabilities are characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. Educational interventions for these learners often focus on functional academics, life skills, and vocational training. Physical disabilities encompass a broad range of conditions affecting mobility and physical capacity, such as orthopedic impairments or cerebral palsy. Their educational needs primarily revolve around accessibility, such as barrier-free infrastructure, adaptive furniture, and assistive devices for mobility and communication, while their cognitive abilities may be unaffected. Multiple disabilities refer to the presence of two or more co-occurring impairments (such as intellectual disability and blindness), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Identifying these diverse learners for inclusion is a critical first step, involving observation, screening tests, and multi-disciplinary assessments. Following identification, educational evaluation using appropriate methods, techniques, and tools is essential for planning individualized support.

Based on the above source, attempt the following five questions.

271. According to the text, intellectual disabilities are characterized by limitations in intellectual functioning and what other area?
(A) Physical mobility
(B) Sensory perception
(C) Adaptive behavior
(D) Communication skills only

272. The educational needs for learners with physical disabilities, as described, primarily concern which aspect?
(A) Functional academics and life skills
(B) Accessibility and physical adaptations
(C) Remedial teaching for cognitive deficits
(D) Behavioral management strategies

273. How is the term 'multiple disabilities' defined in the paragraph?
(A) A severe form of a single disability
(B) Any physical disability combined with a learning difficulty
(C) A temporary disability that affects multiple body parts
(D) Two or more co-occurring impairments with severe combined educational needs

274. Based on the passage, what is the critical first step required for the effective inclusion of diverse learners?
(A) The identification of learners through assessment
(B) The provision of financial concessions
(C) The immediate placement in a regular classroom
(D) The adaptation of the school curriculum

275. A student with cerebral palsy requires a wheelchair and a special keyboard for their computer but has age-appropriate cognitive abilities. This student's needs are an example of which category described in the text?
(A) Intellectual disability
(B) Multiple disabilities
(C) Physical disability
(D) Learning disability

Direction : Please read the following source carefully.

The successful implementation of inclusive education is heavily contingent upon the

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often with some special assistance, under the assumption that they could be 'integrated' if they adapted to the existing system. The onus was on the child to fit in. The most recent and profound philosophical shift is towards Inclusive Education. This concept is founded on the principle that all children, irrespective of their abilities, disabilities, or socio-cultural background, should learn together in a common learning environment. Inclusive education is not merely about placement; it demands a fundamental restructuring of the school's culture, policies, and practices to meet the diverse needs of all students. It moves beyond just learners with disabilities to encompass all marginalized groups, viewing diversity as a resource rather than a problem to be managed.
Based on the above source, attempt the following five questions.

251. Which concept places the primary responsibility on the learner to adapt to the existing mainstream school system?
(A) Inclusive Education
(B) Integrated Education
(C) Special Education
(D) Holistic Education

252. What is the fundamental principle that distinguishes Inclusive Education from Special and Integrated Education?
(A) Systemic restructuring of schools to accommodate all learners
(B) Providing specialized instruction in separate classrooms
(C) Placing learners with disabilities in regular schools
(D) Offering concessions and facilities to specific target groups

253. According to the paragraph, the model of Special Education often resulted in which negative outcome for learners?
(A) Lack of individualized attention
(B) Over-emphasis on academic performance
(C) Social isolation and stigmatization
(D) Dilution of specialized instructional methods

254. The philosophical shift towards Inclusive Education implies a transition from a deficit-based view to one that sees diversity as a what?
(A) A problem to be managed
(B) A challenge for teachers
(C) A subject for special instruction
(D) A resource for learning

255. The scope of Inclusive Education, as described in the text, extends beyond learners with disabilities to include which other group?
(A) Only academically gifted students
(B) Only learners with physical impairments
(C) All marginalized groups
(D) Students requiring remedial teaching

Direction : Please read the following source carefully.

The legal framework for inclusive education in India is built upon a series of significant policies and legislations. The National Policy of Education (NPE) of 1986 was a landmark document that emphasized the goal of equalizing educational opportunity, proposing the integration of children with mild disabilities into mainstream schools. Its Programme of Action (POA) in 1992 further detailed the strategies for implementation, advocating for teacher training and resource support. A major legislative milestone was the Persons with Disabilities (PwD) Act of 1995, which made it a statutory obligation for the government to ensure that every child with a disability has access to free education in an appropriate environment until the age of 18. This was reinforced by the National Policy of Disabilities in 2006, which comprehensively addressed prevention, rehabilitation, and equalization of opportunities. Concurrently, the National Curriculum Framework (NCF) of 2005 provided a pedagogical roadmap, urging schools to become centres that embrace diversity and make flexible curriculum adaptations. This framework views inclusion as a fundamental principle for curriculum development. Furthermore, the Rehabilitation Council of India (RCI) Act of 1992 plays a crucial role by regulating and monitoring the training of professionals and personnel in the field of rehabilitation and special education, ensuring a supply of qualified human resources.
Based on the above source, attempt the following five questions.

256. Which legislative act made it a statutory obligation for the government to provide free

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241. Which body was established by an Act in 1992 to maintain a central rehabilitation register and regulate training in special education?
(A) NCTE
(B) RCI
(C) NCERT
(D) UGC

242. According to the ICF model, 'functioning' is an umbrella term for:
(A) Body functions, activities, and participation.
(B) Impairments and handicaps only.
(C) Environmental factors only.
(D) Personal factors only.

243. The primary educational need of a learner with a physical disability is often related to:
(A) Cognitive simplification.
(B) Emotional counseling.
(C) Access and adaptive equipment.
(D) Sign language instruction.

244. A key component of planning an inclusive classroom is ensuring the availability of diverse:
(A) Punishments.
(B) Uniforms.
(C) Examination papers.
(D) Teaching-learning materials.

245. "Cooperative learning" as an instructional practice is effective in inclusive classrooms because it:
(A) Increases competition.
(B) Allows the teacher to lecture without interruption.
(C) Promotes positive interdependence and peer support.
(D) Helps in segregating students based on ability.

246. A parent's role in the IEP process is that of a(n):
(A) Silent observer.
(B) Equal member of the team.
(C) Recipient of the final document.
(D) External consultant.

247. A "social barrier" in inclusive education is exemplified by:
(A) A textbook with difficult language.
(B) The lack of an elevator in a school.
(C) A teacher's lack of training in special education.
(D) A community's belief that children with disabilities are "uneducable."

248. The "current status" of inclusive education in India reflects that there is a need for more focus on:
(A) Improving the quality of inclusion, not just enrollment.
(B) Building more segregated special schools.
(C) Repealing the Right to Education Act.
(D) Reducing the number of teachers.

249. A research study analyzing the portrayal of disability in school textbooks would be a study on:
(A) Assistive technology.
(B) Teacher training modules.
(C) Curricular materials and social attitudes.
(D) The impact of the PwD Act.

250. Which of the following best summarizes the philosophy of inclusion?
(A) Some students belong in regular classes, and others do not based on their diagnostic profiles.
(B) Physical presence in a general education classroom is sufficient for meaningful inclusion.
(C) Inclusion is an undue burden on the general education system and prevents academic excellence.
(D) All students are part of the school community, and the system should support them.

Direction : Please read the following source carefully.

The evolution of educational philosophy for diverse learners has progressed through distinct stages, moving from segregation to a more holistic and rights-based approach. Initially, the dominant model was Special Education, which operated on a principle of segregation, providing specialized instruction in separate schools or classrooms for students with disabilities. This approach, while offering tailored support, often led to social isolation and stigmatization. The next phase was Integrated Education, which represented a step towards mainstreaming. In this model, learners with disabilities were placed in regular schools,

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(D) Differentiated Placement

263. Which article of the UNCRPD is specifically highlighted for its recognition of the right to inclusive education?
(A) Article 18
(B) Article 29
(C) Article 24
(D) Article 31

264. As per the source, the inclusive education component of Sarva Shiksha Abhiyan (SSA) included which of the following measures?
(A) The establishment of exclusive residential schools
(B) A separate examination system for all children with special needs
(C) Focusing only on children with mild disabilities
(D) The provision of aids and appliances

265. What does the UNCRPD mandate for state parties regarding the education of persons with disabilities?
(A) To ensure they are not excluded from the general education system
(B) To ensure they are educated in separate, well-equipped facilities
(C) To provide them with a different, simplified curriculum
(D) To guarantee their admission into higher education institutions only

Direction : Please read the following source carefully.

Understanding the conceptual distinctions between impairment, disability, and handicap is fundamental to the study of inclusive education. An impairment refers to a problem in body function or structure, such as a loss or abnormality of a psychological, physiological, or anatomical nature. It is a biomedical condition. Disability, on the other hand, is the functional consequence of an impairment; it is any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being. The term handicap, which is now used cautiously due to its negative connotations, describes the social or environmental consequence of an impairment or disability. It refers to a disadvantage for a given individual that limits or prevents the fulfillment of a role that is normal for that individual. The International Classification of Functioning, Disability and Health (ICF) Model moves beyond this linear cause-effect understanding. The ICF Model provides a more nuanced framework by viewing functioning and disability as a complex interaction between a person's health condition and contextual factors, which include both environmental and personal factors. This model shifts the focus from the person's condition alone to the dynamic interplay between health, individual characteristics, and the social and physical environment.
Based on the above source, attempt the following five questions.

266. Which term describes a problem in body function or structure, such as an anatomical loss?
(A) Handicap
(B) Impairment
(C) Disability
(D) Condition

267. A student has a visual impairment (loss of sight) which leads to a difficulty in reading standard-sized print. In this context, the difficulty in reading represents the:
(A) Handicap
(B) Disability
(C) Impairment
(D) Contextual factor

268. What is the primary focus of the ICF Model in understanding disability?
(A) The complex interaction between health conditions and contextual factors
(B) The sole classification of biomedical conditions
(C) The linear progression from impairment to handicap
(D) The social disadvantages faced by an individual

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269. The term 'handicap' is described as the disadvantage an individual faces in fulfilling a societal role. This disadvantage is a consequence of what?
(A) Personal choice and lack of motivation
(B) A purely medical or physiological condition

therapists, and teacher aides. Professional development for all staff is non-negotiable, focusing on strategies for differentiation, classroom management for diverse groups, and co-teaching models. Furthermore, the role of school leadership is critical in fostering an inclusive culture, allocating resources equitably, and supporting teachers. Instructional practices must shift from a 'one-size-fits-all' approach to one that is inherently differentiated. This means teachers plan and deliver instruction in multiple ways to cater to the varied learning styles, paces, and abilities within the classroom, ensuring that every student has a pathway to access the curriculum and achieve their potential.

Based on the above source, attempt the following five questions.

281. Infrastructural planning for an inclusive classroom, as described, includes which of the following beyond basic accessibility?
(A) Flexible seating and low-noise acoustics
(B) Separate rooms for each type of disability
(C) Standardized furniture for all students
(D) High-security monitoring systems

282. What is presented as a non-negotiable element for human resource management in an inclusive school?
(A) Hiring teachers who themselves have disabilities
(B) Continuous professional development for all staff
(C) Ensuring a higher teacher-to-student ratio in all classes
(D) Limiting the role of special educators to resource rooms

283. The paragraph emphasizes that the general classroom teacher should:
(A) Work in isolation to prove their competence
(B) Be part of a collaborative support team
(C) Focus only on the students without disabilities
(D) Be solely responsible for all therapeutic interventions

284. A shift in instructional practice for an inclusive classroom means moving towards:
(A) A differentiated approach catering to varied needs
(B) A standardized, 'one-size-fits-all' lecture format
(C) A focus solely on remedial teaching for slow learners
(D) A curriculum that is significantly diluted for all students

285. What is highlighted as a critical role of school leadership in managing an inclusive classroom?
(A) Personally teaching a class of diverse learners
(B) Handling all parent-teacher communications directly
(C) Fostering an inclusive culture and allocating resources
(D) Selecting the curriculum materials for every subject

Direction : Please read the following source carefully.

Central to the practice of inclusive education are curriculum and curricular adaptations for diverse learners. A rigid, uniform curriculum can act as a significant barrier to learning for many students. Therefore, inclusion necessitates a flexible curriculum that can be adapted to meet individual needs. Curricular adaptation is a process of modifying or adjusting the curriculum content, teaching process, or learning environment to allow a learner to participate meaningfully in academic and social activities. This does not always mean changing the core content or learning expectations but rather altering the way it is presented, how the student engages with it, or how their learning is demonstrated. For instance, a student with a visual impairment might receive the same text in Braille or audio format. Another key instructional practice is the development and implementation of an Individualized Education Plan (IEP). An IEP is a legal document, a written plan created for a student with a disability, detailing their current performance level, annual goals, specific support and services, and how progress will be measured. It is developed by a team including parents, teachers, and specialists. This is complemented by practices like remedial teaching, which provides targeted instructional support to students who are falling behind, helping them to catch up on specific concepts or skills.

Based on the above source, attempt the following

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readiness of the school and the adoption of an appropriate model of inclusion. School readiness is a multifaceted concept that extends beyond mere policy declarations. It involves a thorough assessment of the institution's capacity to welcome and support all learners, encompassing its physical infrastructure, the attitudes of its staff and students, and its pedagogical flexibility. A ready school is one that proactively identifies and dismantles barriers to learning and participation. Various models of inclusion have been proposed to guide this process. These models are not rigid blueprints but rather conceptual frameworks that schools can adapt. Some models focus on a 'full inclusion' approach, where all students spend 100% of their time in general education classrooms. Other models may incorporate a 'resource room' or 'pull-out' strategy, where students receive specialized instruction outside the main classroom for a part of the day before rejoining their peers. The choice of model often depends on the specific needs of the student, the resources available, and the school's educational philosophy. Regardless of the model, a common thread is the principle of providing support in the least restrictive environment possible, ensuring that separation from peers is minimized and justified only when educationally necessary.

Based on the above source, attempt the following five questions.

276. Which of the following is NOT mentioned as a component of school readiness for inclusion?
(A) Standardized test scores of the student population
(B) Physical infrastructure
(C) Staff and student attitudes
(D) Pedagogical flexibility

277. A 'full inclusion' model is characterized by what feature?
(A) Students spending part of the day in a resource room
(B) Segregating students based on the severity of their disability
(C) Providing instruction exclusively through adaptive technology
(D) All students spending the entire school day in the general education classroom

278. The 'resource room' or 'pull-out' strategy involves which practice?
(A) Permanently placing a student in a separate educational facility
(B) Providing specialized instruction to a student outside the main classroom for a portion of the day
(C) Removing a student from the school for disciplinary reasons
(D) Offering extracurricular activities in a separate, dedicated room

279. According to the paragraph, what is the overarching principle that should guide the choice and implementation of any inclusion model?
(A) Ensuring the school's administrative convenience
(B) Minimizing the financial cost of inclusion
(C) Providing support in the least restrictive environment
(D) Adhering strictly to a single, prescribed model

280. The text suggests that models of inclusion should be viewed as:
(A) Rigid blueprints to be followed precisely
(B) Temporary measures until special schools are built
(C) Relevant only for students with physical disabilities
(D) Conceptual frameworks that can be adapted

Direction : Please read the following source carefully.

Effective planning and management are crucial for transforming a traditional classroom into an inclusive one. This transformation involves careful consideration of the infrastructure, human resources, and instructional practices. Infrastructural planning goes beyond basic accessibility like ramps and accessible toilets; it includes classroom design that allows for flexible seating arrangements, adequate lighting, and low-noise acoustics to benefit learners with sensory or attention-related difficulties. From a human resource perspective, the role of the general classroom teacher is paramount, but they cannot be expected to succeed in isolation. Effective management involves building a collaborative team that includes special educators, counselors,

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(A) To replace the role of the teacher in the classroom
(B) To standardize the learning process for all students
(C) To serve as a tool for final examinations only
(D) To improve the functional capabilities of a child with a disability

294. The effective implementation of both assistive and adaptive technology hinges on what crucial element?
(A) The availability of the most expensive high-tech gadgets
(B) A strong collaborative partnership between parents and professionals
(C) The student's ability to learn and use the technology independently
(D) The government providing all technological aids for free

295. How can technology enhance the process of remedial teaching?
(A) By replacing the need for a remedial teacher
(B) By providing a single set of exercises for the entire class
(C) By offering adaptive software that tailors practice and feedback
(D) By exclusively using low-tech aids like flashcards

Direction : Please read the following source carefully.

The path to achieving true inclusive education is fraught with challenges, primarily categorized as barriers, but also supported by key facilitators. Attitudinal barriers are often the most pervasive and difficult to overcome. Negative attitudes, stereotypes, and prejudices held by teachers, parents, peers, or society at large can lead to social exclusion and diminished learning opportunities. Social barriers, such as poverty, lack of awareness, and cultural beliefs about disability, can prevent children from even accessing school. Educational barriers are those found within the system itself, including inflexible curricula, untrained teachers, inadequate funding, and lack of support services. Conversely, facilitators are factors that promote and sustain inclusion. These include positive and informed attitudes, strong legislative support, and collaborative partnerships between parents, professionals, teachers, and peers. The current status of inclusive education in India reflects a dynamic tension between policy aspirations and on-ground realities, with significant regional disparities. Ethical issues also emerge, such as the dilemma of balancing individualized needs with group instruction, ensuring genuine social inclusion beyond mere physical presence, and the ethics of labeling. Research trends in India are increasingly focusing on evaluating the effectiveness of inclusive practices, exploring indigenous models of inclusion, and understanding the lived experiences of diverse learners within inclusive settings.

Based on the above source, attempt the following five questions.

296. Which type of barrier is described as the most pervasive and difficult to overcome in achieving inclusive education?
(A) Educational barriers
(B) Social barriers
(C) Infrastructural barriers
(D) Attitudinal barriers

297. An inflexible curriculum and untrained teachers are classified under which category of barriers?
(A) Educational
(B) Social
(C) Attitudinal
(D) Ethical

298. According to the text, which of the following is considered a key 'facilitator' of inclusive education?
(A) A rigid and standardized school system
(B) Collaborative partnerships between stakeholders
(C) The practice of labeling students based on ability
(D) Isolation of students with special needs for focused instruction

299. An ethical issue mentioned in the context of inclusive education in India is:
(A) The high cost of assistive technology
(B) The dilemma of balancing individual needs with group instruction
(C) The lack of international research on inclusion
(D) The debate over public versus private schooling

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five questions.

286. What is the primary purpose of curricular adaptation in an inclusive setting?
(A) To create a separate, easier curriculum for diverse learners
(B) To ensure all students are tested using a single, standardized method
(C) To replace the core academic content with vocational skills
(D) To allow learners to participate meaningfully by modifying access and engagement

287. An Individualized Education Plan (IEP) is best described as:
(A) A general school policy for all students
(B) An informal set of notes kept by a teacher
(C) A written plan detailing goals and support for a specific student with a disability
(D) A standardized report card format for diverse learners

288. Providing a history textbook in an audio format for a student with a reading disability is an example of:
(A) Changing the core curriculum content
(B) Curricular adaptation in presentation
(C) Lowering the academic expectation
(D) Remedial teaching

289. According to the text, who is typically involved in the development of an IEP?
(A) The school principal alone
(B) Only the student's parents
(C) An external government agency
(D) A collaborative team including parents, teachers, and specialists

290. Remedial teaching is a practice designed to:
(A) Offer targeted support to help students catch up on specific skills
(B) Provide advanced enrichment activities for gifted students
(C) Replace the regular classroom instruction entirely
(D) Assess the final learning outcome at the end of the year

Direction : Please read the following source carefully.

Technology plays a dual and vital role in facilitating inclusion for diverse learners, manifesting as both product-based assistive aids and process-oriented adaptive strategies. Assistive technology, categorized as 'product', refers to any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. These range from low-tech aids like pencil grips and magnifiers to high-tech appliances such as screen readers, electronic communication boards, and specialized software. These 'aids and appliances' are designed to bridge the gap between the learner's abilities and the demands of the learning task. On the other hand, adaptive technology as a 'process' involves the systematic application of technologies and strategies to personalize the learning journey. The Individualized Education Plan (IEP) is a prime example of this process, where technology can be used for tracking progress, managing goals, and facilitating communication among the support team. Similarly, the process of remedial teaching can be enhanced through adaptive learning software that provides practice and feedback tailored to a student's specific needs. The effective use of technology in both these forms requires a strong parent-professional partnership, where parents, teachers, and other professionals collaborate to select, implement, and evaluate the technological solutions best suited for the child.
Based on the above source, attempt the following five questions.

291. A screen reader software that vocalizes text on a computer for a student with visual impairment is an example of:
(A) Adaptive technology as a process
(B) A parent-professional partnership
(C) Assistive technology as a product
(D) A remedial teaching strategy

292. The paragraph distinguishes between assistive 'product' technology and adaptive 'process' technology. Which of the following best represents the 'process' aspect?
(A) Using an IEP to systematically personalize learning
(B) A specialized keyboard
(C) An electronic communication board
(D) A pencil grip

293. What is the primary function of assistive 'aids and appliances' as described in the text?

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education to children with disabilities up to the age of 18?
(A) National Policy of Education (1986)
(B) Persons with Disabilities Act (1995)
(C) Programme of Action (1992)
(D) Rehabilitation Council of India Act (1992)

257. What was the primary role of the Programme of Action (POA) of 1992 in relation to the NPE 1986?
(A) To critique the policy's shortcomings
(B) To propose a completely new policy framework
(C) To focus exclusively on higher education for persons with disabilities
(D) To detail the implementation strategies for the policy

258. The National Curriculum Framework (NCF) of 2005 advocated for what specific action to promote inclusion?
(A) The implementation of flexible curriculum adaptations
(B) The creation of separate curricula for diverse learners
(C) The establishment of more special schools
(D) The standardization of all instructional materials

259. What is the main function of the Rehabilitation Council of India (RCI) as described in the paragraph?
(A) Providing direct financial concessions to learners
(B) Conducting a national census of persons with disabilities
(C) Regulating and monitoring the training of professionals
(D) Developing assistive technology for schools

260. The National Policy of Education (1986) initially proposed which model for educating children with mild disabilities?
(A) An integrated model within mainstream schools
(B) A fully inclusive model
(C) A segregated special education model
(D) A distance education model

Direction : Please read the following source carefully.

The international discourse on disability rights significantly shapes national policies on inclusive education. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) stands as a monumental human rights treaty with profound implications for education. A key feature of the UNCRPD, particularly Article 24, is its explicit recognition of the right to inclusive education at all levels without discrimination. It mandates that state parties ensure persons with disabilities are not excluded from the general education system and that they receive the support required, within the general education system, to facilitate their effective education. This implies a shift from viewing a child's disability as the problem to identifying and removing barriers within the educational environment. In India, the principles of UNCRPD have been a driving force behind policy reforms. The Sarva Shiksha Abhiyan (SSA), a flagship national programme for universal elementary education, incorporated a specific component for inclusive education. Under SSA, this involved a 'zero rejection' policy, striving to ensure that every child with special needs, regardless of the kind, category, or degree of disability, is provided meaningful and quality education. The SSA's approach to inclusion involves identification of children with special needs, provision of aids and appliances, teacher training, and creating barrier-free access.
Based on the above source, attempt the following five questions.

261. According to the text, what is a primary implication of the UNCRPD for educational systems?
(A) Focusing on creating more specialized institutions for persons with disabilities
(B) Mandating a universal curriculum without any adaptations
(C) Limiting inclusive education to the primary school level only
(D) Shifting focus from the child's impairment to barriers in the environment

262. The Sarva Shiksha Abhiyan (SSA) promoted inclusive education through a policy best described as:
(A) Selective Integration
(B) Zero Rejection
(C) Conditional Admission

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300. Current research trends in inclusive education in India are focusing on which of the following?

(A) Evaluating the effectiveness of practices and exploring indigenous models

(B) Arguing against the principles of inclusion

(C) Documenting the failures of historical policies only

(D) Comparing Indian schools with those in developed nations exclusively

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model allows professionals to identify the various barriers and facilitators that influence a person's ability to participate in life.

29. (A) (ii), (iv), (i), (iii)
India has developed a series of legal and policy frameworks to protect the rights of individuals with disabilities over several decades. The Rehabilitation Council of India Act 1992 and the Programme of Action 1992 marked early efforts to standardize training and operationalize educational goals. These were followed by the comprehensive Persons with Disabilities Act 1995, which established legal mandates for equality. More recently, the National Policy for Persons with Disabilities 2006 provided a multi-sectoral approach to empowerment and social inclusion.

30. (B) A biopsychosocial model that provides a standard language for describing health and health-related states.
The International Classification of Functioning, Disability and Health provides a universal language for describing health-related states. It utilizes a biopsychosocial approach that integrates the biological, individual, and social aspects of human experience. Instead of focusing solely on limitations or deficits, the model emphasizes functioning and participation within a specific context. This standard classification system helps professionals across different sectors collaborate more effectively by using a common framework to assess the needs and strengths of every individual.

31. (C) The school has the physical infrastructure, trained teachers, and a flexible curriculum to welcome all learners.
A school's readiness for inclusion is determined by its ability to welcome and support all learners effectively. This preparation involves more than just admitting diverse students; it requires accessible physical infrastructure and a team of trained professionals. Furthermore, the curriculum must be flexible enough to allow for pedagogical adaptations that meet various learning styles. When these elements are in place, the school creates an environment where every child feels valued and has the opportunity to achieve their full potential.

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32. (B) (ii), (iii), (iv), and (v)
Successful implementation of inclusive practices depends on several critical factors within the educational institution. Positive attitudes among staff members foster a welcoming atmosphere, while accessible infrastructure ensures that physical barriers do not hinder participation. Strong partnerships between the school and the community provide additional support and resources for diverse learners. Additionally, the availability of trained resource teachers is essential for providing specialized instruction and guidance. Together, these indicators demonstrate a school's commitment to providing quality education for everyone.

33. (B) Intellectual disability
An intellectual disability is characterized by significant limitations in both cognitive functioning and adaptive behavior. This condition affects an individual's ability to learn at a typical pace and manage the practical skills required for daily life. These challenges typically manifest during the developmental period and can impact communication, social interaction, and self-care. Effective educational strategies for these students often emphasize functional academics and life skills training to foster independence and successful participation within the community and classroom settings.

34. (A) Physical disability
Cerebral palsy is a group of disorders that affect movement and muscle tone, often resulting from damage to the developing brain. Individuals with this condition typically experience challenges with motor control and coordination, which places them under the broad category of physical disability. These physical limitations may require various accommodations, such as assistive technology or modifications to the learning environment, to ensure full participation. Supporting these students involves focusing on enhancing their mobility and independence in daily activities.

35. (A) P-3, Q-4, R-1, S-2
The International Classification of Functioning, Disability and Health uses specific terms to describe different aspects of an individual's experience. An impairment refers to a structural or functional problem in the body, which can lead

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modifications. While it provides exposure to the general curriculum, the lack of structural changes or specialized support can lead to social and academic difficulties for many diverse learners during instruction.

8. (A) The mandate for a completely separate schooling system for all children with disabilities.
The Programme of Action 1992 aimed to implement the broad goals established by the National Policy of Education 1986. Its primary focus was on expanding access and improving the quality of instruction within the mainstream system rather than advocating for segregation. The document emphasized teacher training and the creation of necessary infrastructure to support diverse learners effectively. Proposing a completely separate schooling system would contradict the core philosophy of promoting integration.

9. (A) (i), (ii) and (iii)
The Persons with Disabilities Act 1995 stands as a landmark legislation focusing on the rights and welfare of individuals. It addresses critical areas such as early identification and prevention of conditions that lead to disability. Additionally, it mandates the creation of barrier-free environments to ensure physical accessibility in public spaces and educational institutions. The act also includes provisions for affirmative action to promote equal opportunities in employment and education for all citizens.

10. (A) National Policy of Disabilities (2006)
Creating a barrier-free physical environment is a central objective of the National Policy for Persons with Disabilities 2006. This policy provides a comprehensive framework for empowering individuals by ensuring they have full access to infrastructure and services. By installing ramps and accessible washrooms, educational institutions directly implement the guidelines meant to foster independence. Such modifications are essential for creating a welcoming atmosphere where every student can navigate the school campus safely.

11. (D) PwD Act (1995) - Ensuring equal opportunities and rights for persons with disabilities
The Persons with Disabilities Act 1995 serves as a comprehensive legal document designed to protect the rights of individuals. It emphasizes the provision of equal opportunities and the removal of barriers that prevent full participation in societal life. While other frameworks like the National Curriculum Framework focus on pedagogical flexibility, the 1995 Act establishes legal mandates for non-discrimination. This legislation has been instrumental in shifting the focus from a welfare approach to a rights-based perspective.

12. (C) (iv), (iii), (ii), (i)
The philosophy regarding the education of children with disabilities has undergone a significant transformation over the decades. Initially, learners were often excluded or kept in segregated settings before the formal establishment of specialized schools. Eventually, the integrated model attempted to place these students in mainstream classrooms with minimal support. The most modern approach is inclusive education, which necessitates restructuring the entire school system to accommodate the diverse needs of every individual learner effectively.

13. (C) Create a comprehensive policy document for the empowerment of persons with disabilities.
Formulated to address the multi-faceted challenges faced by individuals, the National Policy for Persons with Disabilities 2006 offers a broad roadmap for empowerment. It moves beyond a purely medical perspective to include social, economic, and educational dimensions of life. The policy emphasizes the importance of rehabilitation, barrier-free environments, and the protection of human rights. By providing a clear framework, it guides various government departments in creating inclusive services that benefit all citizens.

14. (C) Statement I is correct, but Statement II is incorrect.
The National Curriculum Framework 2005 advocates for a learner-centered approach that prioritizes meaningful understanding over rote memorization. It emphasizes that the curriculum must be flexible enough to respond to the diverse backgrounds and abilities of all students in the classroom. Instead of rigid testing, it promotes continuous assessment and creative teaching strategies. This framework identifies diversity as a valuable resource that enriches the overall

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ANSWERS

1. (B) An educational approach where all students, regardless of ability or background, learn together in a common environment.
Inclusive education fundamentally involves restructuring the school culture and pedagogical practices to accommodate every learner. This approach ensures that children from diverse backgrounds and with varying abilities participate fully in the same learning environment. It moves beyond mere physical presence by providing the necessary support systems and modifications. Such a framework values diversity as a strength, fostering an atmosphere of mutual respect and collective growth.

2. (C) Statement I is correct, but Statement II is incorrect.
Equity serves as a foundational pillar in the educational landscape, ensuring that all learners receive quality instruction tailored to their unique requirements. While the inclusive model emphasizes the shared learning experiences of diverse students, segregation creates artificial barriers that isolate individuals. Effective pedagogical strategies focus on integrating support within the mainstream setting rather than separating learners. This transition promotes social cohesion and aligns with contemporary human rights standards.

3. (A) P-3, Q-1, R-4, S-2
Educational policies in India have evolved through specific legislative milestones to support learners with special needs. The National Policy of Education 1986 set the vision, which the Programme of Action 1992 later operationalized with detailed strategies. Simultaneously, the Rehabilitation Council of India Act 1992 standardized professional training for special educators. The Persons with Disabilities Act 1995 subsequently provided a robust legal framework ensuring equal rights and full participation.

4. (D) It is limited to providing physical access to school buildings.
The scope of an inclusive learning environment extends far beyond providing ramps or accessible buildings. It involves a comprehensive transformation of the curriculum, teaching methods, and school ethos to meet the requirements of every student. Simply ensuring physical entry does not address the academic or social barriers that marginalized groups often face. Genuine inclusion requires ongoing adaptations and support to ensure that all learners can succeed together effectively.

5. (C) Marginalized groups.
Inclusive education aims to address the needs of a broad spectrum of students who face barriers to learning. Beyond individuals with physical or intellectual disabilities, this framework encompasses marginalized groups who are often excluded due to socio-economic or cultural factors. By fostering an environment that welcomes diverse identities, schools can reduce social inequalities. This comprehensive approach ensures that every child, regardless of their background, receives quality instruction.

6. (A) Both A and R are true and R is the correct explanation of A.
The historical progression from segregated special schools to inclusive models reflects a deepening understanding of social equity. This shift acknowledges that separating children based on their differences often limits their potential and violates fundamental human rights. Inclusive education is recognized globally as a more effective approach because it prepares all students for a diverse society. Consequently, the legal and philosophical frameworks have evolved to prioritize participation within common settings.

7. (D) A process of placing learners with disabilities in mainstream schools without necessary changes in the school system.
Integrated education represents an intermediate stage where students with disabilities are placed in mainstream classrooms. However, unlike the inclusive model, this approach typically expects the learner to adapt to the existing school environment without significant systemic

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This global framework influences national policies to ensure that inclusion and equity become mandatory rather than optional.

22. (A) Both A and R are true and R is the correct explanation of A.
The Sarva Shiksha Abhiyan has been instrumental in promoting universal access to elementary education across the country. By adopting a zero-rejection policy, the initiative ensures that no child is denied admission based on their physical or intellectual challenges. This mandate encourages schools to adapt their environments and teaching strategies to welcome diverse learners. Consequently, millions of children who were previously excluded from the educational system have been enrolled in mainstream settings, fostering a more inclusive society.

23. (D) Guaranteed employment in a multinational corporation.
Governments often provide various financial facilities to support the education and daily living of diverse learners. These include scholarships to cover tuition fees, travel allowances for commuting to school, and subsidies for purchasing essential assistive devices. While these measures aim to reduce the economic burden on families, they do not extend to guaranteeing specific employment in private multinational corporations. Such concessions are focused on ensuring equitable access to learning opportunities and fostering independence throughout the educational journey.

24. (A) Integrated settings with other children.
The National Policy of Education 1986 introduced a progressive vision for the education of children with special needs. It advocated that students with mild disabilities should be educated within integrated settings alongside their non-disabled peers in regular schools. This approach was intended to promote social interaction and provide access to the general curriculum. For children with more severe challenges, the policy suggested the continued use of special schools as a necessary resource for intensive specialized instruction.

25. (B) (i), (ii) and (iii)
The philosophy of educating children with special needs has transitioned from segregation to a more holistic inclusive approach. While special education focused on separate facilities, the integrated model attempted to bring students into mainstream schools with the expectation that they would adapt. Modern inclusive education shifts the responsibility onto the system to modify its practices. However, this evolution has not been uniform across all regions, as local resources and cultural attitudes vary significantly throughout the country.

26. (A) A loss or limitation of opportunities to take part in the life of the community on an equal level with others.
In the field of disability studies, a handicap is understood as the social or environmental disadvantage that an individual experiences. It is not an inherent trait but rather a result of the interaction between a person's condition and the barriers within their community. When an environment lacks necessary accommodations like ramps or flexible communication methods, it limits the individual's opportunities for equal participation. Therefore, reducing handicaps requires making systemic changes to foster a more accessible and inclusive society.

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27. (A) Both Statement I and Statement II are correct.
An impairment refers to a specific problem in body function or structure, such as a physical injury or a sensory loss. This condition can lead to a disability, which is the functional limitation an individual faces when executing certain tasks or activities. For instance, a structural issue in the legs may result in difficulty walking. Understanding the distinction between these terms is essential for developing effective interventions that address both medical needs and the practical challenges of daily living.

28. (D) A person's health condition and personal and environmental factors.
The International Classification of Functioning, Disability and Health offers a comprehensive framework for understanding human functioning. It conceptualizes disability as a dynamic interaction between an individual's health condition and their specific context. This includes personal factors like age and motivation, as well as environmental factors such as infrastructure and social attitudes. By looking beyond a purely medical diagnosis, the

stakes test. By utilizing these qualitative and formative techniques, educators can develop a more accurate understanding of each student's unique achievements and needs.

42. (B) A student with a specific learning disability.
When a student struggles significantly with basic academic skills despite possessing average or above-average intelligence, it may indicate a specific learning disability. These challenges often manifest in areas such as reading, writing, or mathematical calculations and are not due to sensory or intellectual impairments. Early identification allows for the implementation of targeted instructional strategies and accommodations that help the learner succeed. By addressing these specific processing differences, educators can ensure that the student remains engaged and reaches their full academic potential.

43. (C) A checklist for assessing adaptive behavior.
Educational evaluation tools are specific instruments used to collect data about a student's performance and development. A checklist for assessing adaptive behavior is a practical example that allows teachers to systematically monitor a learner's ability to manage daily tasks and social interactions. Unlike broad methods or principles, a tool provides a structured format for recording observations. These instruments are essential for gathering objective information, which then informs the creation of individualized support plans and necessary curricular adaptations within an inclusive classroom.

44. (D) Disabilities can be caused by a wide range of factors, including genetic conditions, complications during birth, certain diseases, and environmental factors.
Disabilities can arise from a diverse array of causes that occur at various stages of human development. Genetic conditions may be present from birth, while complications during delivery or illnesses in early childhood can also lead to long-term impairments. Additionally, environmental factors such as poor nutrition or exposure to toxins play a significant role. Accidents and injuries sustained throughout life further contribute to the prevalence of disabilities. Understanding these varied origins is crucial for developing effective prevention strategies and providing appropriate support services.

45. (C) (i), (ii), and (iii)
An intellectual disability is formally identified based on three specific criteria that impact an individual's functioning. First, there must be significantly sub-average intellectual functioning, typically measured through standardized testing. Second, the individual must demonstrate deficits in adaptive behavior, affecting their ability to manage daily living skills independently. Finally, these characteristics must be present during the developmental period, which is generally before the age of eighteen. Recognizing these core features helps educators and professionals provide targeted interventions and supportive learning environments.

46. (B) The full inclusion model.
The full inclusion model represents an educational philosophy where all students, regardless of their ability levels, receive instruction within the regular classroom for the entire school day. This approach necessitates a comprehensive restructuring of school policies, curriculum, and teaching practices to accommodate every learner. Instead of withdrawing students for specialized services, support is brought directly into the mainstream environment. By valuing diversity and fostering collaborative learning, this model aims to ensure that every student feels a sense of belonging and achievement.

47. (D) Statement I is incorrect, but Statement II is correct.
While an impairment refers to a specific structural or functional abnormality in the body, it does not always result in a handicap. A handicap is only experienced when the environment lacks the necessary accommodations to allow the individual to participate fully. For example, a person with a physical impairment may not experience a handicap if the building they enter is fully accessible with ramps. However, the disability remains the functional limitation that arises directly from the impairment, affecting how tasks are performed in daily life.

48. (A) A multi-disciplinary assessment to understand a student's strengths and needs.

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to activity limitations when performing specific tasks. Participation restrictions occur when environmental barriers prevent an individual from engaging in broader life situations, such as attending school. By analyzing these factors alongside environmental influences, professionals can develop comprehensive support plans that address the unique requirements of every learner.

36. (D) Two or more disabilities co-occurring, the combination of which causes severe educational needs.
The term multiple disabilities refers to the simultaneous presence of two or more conditions that significantly impact a student's learning and development. This combination often creates complex educational needs that cannot be addressed by focusing on a single disability alone. For example, a learner may have both a visual impairment and an intellectual disability, requiring highly specialized and integrated support strategies. Effective instruction for these individuals necessitates a holistic approach that considers how different challenges interact and affect overall participation.

37. (C) A curriculum with an emphasis on functional academics and life skills.
Students with intellectual disabilities benefit most from a curriculum that emphasizes practical knowledge and independence. Functional academics focus on applying basic literacy and numeracy skills to real-world situations, such as managing money or reading signs. Additionally, instruction in essential life skills helps these learners navigate daily routines and social interactions more effectively. By prioritizing these areas, educators can prepare students for a successful transition to adulthood and ensure they contribute meaningfully to their communities after completing their education.

38. (A) Both A and R are true and R is the correct explanation of A.
Accurately identifying the specific needs of diverse learners is a fundamental prerequisite for successful inclusion. This process allows educators to understand each student's unique profile, including their strengths and the barriers they face. Without this information, it is difficult to implement appropriate curricular adaptations or allocate the necessary resources effectively. Therefore, early and comprehensive identification ensures that the school system can proactively adjust its practices to provide the most supportive and effective learning environment for every individual child.

39. (B) Segregating children with minor health issues.
Preventive measures for disabilities focus on reducing the risk factors that can lead to long-term impairments. Strategies such as universal immunization, improved maternal nutrition, and prenatal care are highly effective in ensuring healthy development. Additionally, genetic counseling can provide families with important information regarding potential risks. In contrast, segregating children with minor health issues does not address the underlying causes of disability and can actually lead to social exclusion. Effective prevention relies on proactive health interventions and supportive community environments.

40. (D) They provide different approaches for implementing inclusive education, such as the full inclusion model or the resource room model.
Models of inclusion provide various structural frameworks for implementing educational practices that support diverse learners. These approaches can range from full inclusion, where students spend the entire day in regular classrooms, to the resource room model, which offers specialized pull-out instruction. These models allow schools to tailor their support based on the specific needs of the student population and available resources. By offering different methods of implementation, these frameworks help educational institutions transition toward a more equitable and welcoming learning environment for all.

41. (B) (ii), (iii) and (iv)
Effective educational evaluation in an inclusive setting requires a variety of methods to capture the progress of diverse learners. Portfolio assessments allow for a holistic view of a student's work over time, while anecdotal records provide valuable insights into behavioral and social development. Continuous and Comprehensive Evaluation ensures that learning is monitored regularly rather than through a single, high-

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ensure it is accessible to all learners. Using tactile materials in a science experiment is a prime example of an adaptation that supports a student with a visual impairment. This change allows the learner to engage with the subject matter through touch rather than relying solely on sight. By adjusting the instructional methods and materials, educators can overcome barriers to participation. Such modifications are essential for ensuring that every student can master the core concepts of the curriculum.

55. (C) (i), (iii) and (iv)
Successful inclusive classroom management relies on several key elements that promote flexibility and support. Flexible seating arrangements allow for easy transition between individual work and collaborative activities, while a variety of teaching-learning materials helps address different learning styles. Furthermore, ongoing collaboration between general and special education teachers is crucial for developing and implementing effective instructional strategies. By avoiding rigid structures and prioritizing student-centered approaches, educators can create a responsive environment. These practices ensure that the diverse requirements of all learners are met consistently within the shared setting.

56. (B) The methods, strategies, and activities used by the teacher to deliver instruction to all learners.
Instructional practices encompass the wide range of methods and strategies that teachers utilize to deliver content and engage students in the learning process. In an inclusive classroom, these practices must be varied and flexible to accommodate the diverse abilities and backgrounds of all learners. This includes using differentiated instruction, cooperative learning, and multi-sensory approaches to ensure that every student can understand and apply the concepts. By selecting the most appropriate activities for their specific group, educators can facilitate a more effective and equitable learning experience for everyone.

57. (A) An assistive technology product.
An assistive technology product is any device or tool that helps an individual with a disability perform a task that would otherwise be difficult or impossible. Providing a textbook in Braille is a direct example of such a product, as it enables a student with blindness to access written information independently. These tools are essential for removing barriers to learning and ensuring that all students have equal access to the curriculum. By utilizing appropriate assistive devices, educational institutions can support the functional needs of diverse learners and promote academic achievement.

58. (C) Providing multiple means of representation, engagement, and expression for diverse learners.
Universal Design for Learning is a proactive instructional framework that aims to make education accessible to the widest possible range of students. It emphasizes providing multiple means of representation to help learners perceive information, and multiple means of expression to allow them to demonstrate what they know. Additionally, it focuses on offering various ways to engage students and motivate them throughout the learning process. By designing lessons with diversity in mind from the start, educators can reduce the need for individual adaptations later and create a more inclusive experience.

59. (A) (ii), (iii), (iv), (i)
Developing an effective Individualized Education Plan involves a systematic process that begins with a comprehensive assessment of the student's current performance. This data serves as the foundation for creating measurable annual goals and short-term objectives tailored to the learner's needs. Once the goals are established, the team identifies the specific special education services and accommodations required to achieve them. Finally, the plan is implemented and regularly monitored to ensure the student is making progress. This logical sequence ensures that the support provided is both targeted and meaningful.

60. (D) Providing targeted instructional support to students who are facing learning difficulties to help them catch up.
Remedial teaching is a supportive instructional practice designed to help students who are facing specific learning difficulties catch up with their peers. It involves providing targeted support that addresses foundational gaps in understanding rather than simply re-teaching the entire syllabus. This approach allows educators to

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Identifying diverse learners for inclusion is most effective when conducted through a multi-disciplinary assessment. This collaborative process involves professionals from various fields, such as educators, psychologists, and therapists, who work together to understand a student's holistic profile. Rather than focusing solely on deficits or using a single test score, this approach highlights the individual's unique strengths and specific support requirements. By gathering comprehensive data, the team can develop more effective instructional strategies and ensure that the student receives the appropriate accommodations for success.

49. (B) P-4, Q-1, R-2, S-3
Different types of disabilities are identified by the primary functional areas they impact. Physical disabilities typically involve challenges with movement and motor control, while sensory impairments affect the ability to see or hear effectively. Intellectual disabilities are characterized by limitations in cognitive functioning and the adaptive skills required for daily life. Understanding these primary characteristics is essential for educators to implement appropriate pedagogical strategies and provide the necessary assistive devices. This targeted approach ensures that every student can participate meaningfully in the learning process.

50. (C) The total number of individuals with a disability in a population at a specific point in time.
In the study of population health, prevalence refers to the total number of individuals living with a specific condition at a particular point in time. This metric provides a snapshot of how widespread a disability is within a community, which helps policymakers allocate resources and plan essential services effectively. Unlike incidence, which measures the rate of new cases occurring, prevalence accounts for all existing cases. Accurately tracking these figures is crucial for developing long-term strategies for inclusion and ensuring that the needs of the population are met.

51. (C) The physical environment must be barrier-free and accessible to all students.
Creating a barrier-free environment is the most critical infrastructural requirement for an inclusive classroom. This involves ensuring that every student can navigate the physical space independently and safely, regardless of their mobility levels. Essential modifications include installing ramps, widening doorways, and providing accessible furniture. A welcoming physical setting demonstrates a commitment to equity and allows all learners to focus on their studies without being hindered by structural obstacles. Such accessibility is fundamental to fostering a sense of belonging and ensuring equal participation for every individual.

52. (A) Both A and R are true and R is the correct explanation of A.
In an inclusive setting, the role of the teacher evolves from being a traditional instructor to becoming a facilitator of learning. This transformation requires educators to manage diverse classroom needs while implementing creative pedagogical strategies. Teachers must adapt the curriculum and foster a collaborative atmosphere where every student feels accepted and valued. By providing the necessary support and guidance, the facilitator ensures that all learners can engage meaningfully with the content. This dynamic approach is essential for addressing individual differences and promoting academic success for everyone.

53. (D) Ensuring continuous professional development for all teachers, and effective utilization of special educators and counselors.
Effective human resource management in an inclusive school involves maximizing the potential of all staff members to support diverse learners. This includes providing continuous professional development opportunities to help general educators build the skills needed for inclusive instruction. Additionally, it requires the strategic utilization of specialists, such as resource teachers and counselors, who work collaboratively with the main classroom teacher. By fostering a team-based approach, the school can provide a comprehensive support system that addresses the unique social, emotional, and academic needs of every individual.

54. (B) Modifying a science experiment to use tactile materials for a student with a visual impairment.
Curricular adaptations involve modifying the way information is presented or processed to

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educational experience for every member of the school community.

15. (A) (i), (ii), (iii), and (v)
Under the Sarva Shiksha Abhiyan, the inclusive education component focuses on ensuring that children with special needs have access to regular schools. This involves implementing a zero-rejection policy and providing resource support through specialized personnel and materials. The initiative emphasizes creating an enabling environment through physical modifications and teacher training to handle diversity. Regular identification and assessment are also conducted to ensure that students receive the specific interventions required to succeed in common learning settings.

16. (B) To regulate and monitor the training of rehabilitation professionals and personnel.
The Rehabilitation Council of India Act 1992 was established to ensure that the services provided to persons with disabilities meet high quality standards. Its primary function involves the regulation and monitoring of training programs for rehabilitation professionals and personnel. By maintaining a central register, it ensures that only qualified individuals work in this specialized field. This standardization is crucial for providing effective support and maintaining professional ethics within the special education and rehabilitation sectors.

17. (B) Providing a scribe or extra time during examinations.
Academic concessions are specific modifications made to the examination process to ensure that diverse learners can demonstrate their knowledge fairly. Providing extra time or allowing the use of a scribe helps mitigate the impact of physical or processing challenges during assessments. These measures do not lower the educational standards but rather provide a level playing field for all students. Such accommodations are essential components of an inclusive system that respects individual differences in performance.

18. (A) The social and human rights model of disability.
The United Nations Convention on the Rights of Persons with Disabilities fundamentally shifts the global perspective on disability. It moves away from viewing individuals as objects of charity or medical treatment toward recognizing them as subjects with inherent rights. This framework emphasizes that disability arises from the interaction between impairments and societal barriers. By prioritizing inclusion and non-discrimination, the convention legally binds signatory nations to create environments where all individuals can participate fully and equally.

19. (B) P-2, Q-1, R-4, S-3
Different educational models reflect varying philosophies regarding the placement and support of students with special needs. Special education traditionally relies on separate environments, while integrated models place learners in regular schools without significant systemic changes. In contrast, inclusive education necessitates the restructuring of school culture and pedagogical practices to accommodate everyone. International frameworks like the UNCRPD reinforce these efforts by establishing education as a fundamental human right that must be accessible to all individuals.

20. (D) It legally binds India to review and align its national laws with the convention's principles of inclusion and non-discrimination.
As a signatory to the United Nations Convention on the Rights of Persons with Disabilities, India is committed to upholding international standards. This legal obligation requires the government to review and modify existing national legislations to ensure consistency with the convention's principles. This process has led to significant reforms, such as the enactment of the Rights of Persons with Disabilities Act 2016. Such alignment ensures that domestic policies prioritize inclusion, accessibility, and the protection of human rights.

21. (C) The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
The transition from a welfare-oriented approach to a rights-based perspective marks a significant evolution in disability studies. The United Nations Convention on the Rights of Persons with Disabilities played a pivotal role in this shift by emphasizing the inherent dignity of all individuals. Instead of receiving services as charity, persons with disabilities are recognized as active participants with legal entitlements.

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focus on the individual needs of learners who may require extra time or different strategies to master a concept. By offering these interventions within an inclusive context, schools can ensure that every student has the opportunity to succeed without being permanently separated from the mainstream.

61. (C) An Individualized Education Plan (IEP).
Assistive technology products are tangible devices or software programs that enhance the functional capabilities of individuals with disabilities. Examples include hearing aids, wheelchairs, and screen reader software, all of which provide direct support for specific physical or sensory challenges. In contrast, an Individualized Education Plan is a systematic process or document used to plan and monitor a student's educational journey. While it may recommend the use of assistive technology, the plan itself is an administrative and pedagogical tool rather than a physical product used directly by the student.

62. (B) (ii), (iii), and (iv)
Effective parent-professional partnerships are built on a foundation of mutual respect, trust, and open communication. This collaboration involves active participation from both sides in setting educational goals and making decisions that benefit the student. When parents and educators work together, they can share valuable insights that lead to more comprehensive support plans. Viewing parents as active partners rather than passive recipients of information ensures that the student's needs are addressed consistently across both home and school environments. Such strong relationships are vital for the long-term success of inclusive education.

63. (B) Fostering social acceptance, providing academic support, and modeling appropriate behavior.
In an inclusive classroom, peers play a vital role in fostering a supportive and welcoming environment for diverse learners. They provide essential social acceptance that helps reduce the stigma often associated with disabilities. Furthermore, peers can offer academic support through cooperative learning and peer tutoring, which benefits both the helper and the learner. By modeling appropriate social and academic behaviors, they help their classmates integrate more effectively into the school community. These positive interactions are crucial for promoting the holistic development and well-being of every student in the class.

64. (D) It is a systematic, collaborative procedure for planning a student's education.
An Individualized Education Plan is characterized as an adaptive process because it involves a systematic and collaborative approach to planning a student's education. It is not a static device or software, but rather a dynamic procedure that brings together teachers, parents, and specialists to develop a customized roadmap for learning. This process includes assessment, goal-setting, and regular monitoring to ensure that the educational program remains responsive to the student's changing needs. By prioritizing teamwork and individualized support, the IEP process facilitates a more effective and inclusive learning experience for diverse students.

65. (A) Human resource management.
The establishment and staffing of a resource room is a key aspect of human resource management within an inclusive school. This specialized facility is managed by trained special educators who provide targeted instruction to students with disabilities for a portion of the day. Effective management involves coordinating the schedules of general and special education teachers to ensure that students receive the support they need without missing critical mainstream activities. By strategically utilizing the expertise of specialized personnel, the school can provide a more comprehensive and flexible support system for its diverse learner population.

66. (B) P-3, Q-4, R-1, S-2
Inclusive education utilizes a variety of strategies and tools to support the diverse needs of all learners. Curricular adaptations involve modifying the content or process of learning to make it accessible, while assistive technology products provide physical or digital tools for support. The Individualized Education Plan serves as a formal document that outlines the specific goals and services for a student. Additionally, peer tutoring leverages social support by encouraging students to assist one another. Together, these practices create a comprehensive framework that

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fostering partnerships with parents. A committed leader can help overcome attitudinal and structural barriers by setting clear expectations and modeling inclusive behavior for the entire school community. Their influence is critical for creating an environment where every student is welcomed and has the opportunity to achieve their best.

90. (A) (iii), (ii), (i), (iv)
Barriers to inclusive education exist at multiple levels, ranging from internal attitudes to external structural frameworks. Foundational barriers often begin with negative stereotypes and personal prejudices that influence how diverse learners are perceived. These internal attitudes can then manifest in the creation of inflexible curricula and pedagogical practices that fail to accommodate diversity. Moving further outward, physical obstacles like a lack of accessible infrastructure present structural challenges to participation. Finally, an unsupportive policy framework at the systemic level can hinder the overall progress of inclusion. Addressing each of these levels is essential for creating a truly equitable and welcoming educational system for everyone.

91. (C) What is the impact of co-operative learning strategies on the social inclusion of children with disabilities in rural primary schools?
A key research question in the field of inclusive education would focus on the practical strategies and outcomes that impact diverse learners in real-world settings. Investigating the impact of cooperative learning on the social inclusion of children with disabilities is a prime example of such a study. This type of research helps identify evidence-based practices that can be used to improve the school experience for every student. By focusing on social and academic outcomes, researchers can provide valuable insights for teachers and policymakers who are working to create more equitable classrooms. Such context-specific research is essential for advancing the goals of inclusion.

92. (D) To maintain confidentiality regarding a student's disability while ensuring relevant staff have the information needed to support the student.
Maintaining confidentiality regarding a student's disability is a primary ethical responsibility for any inclusive school. While it is essential that relevant staff members have the information they need to provide appropriate support, this data must be protected from unauthorized disclosure to ensure the student's privacy and dignity. Sharing sensitive information unnecessarily can lead to stigmatization and social exclusion. Schools must establish clear policies for managing student records and ensure that all staff members understand the importance of discretion. By balancing the need for information with the right to privacy, educational institutions can create a more respectful and supportive environment for every learner.

93. (C) (i), (ii), (iii), and (v)
Effective inclusive education is supported by a variety of facilitators that work together to create a welcoming and effective learning environment. Collaborative teaching and planning allow educators to share expertise and develop creative pedagogical strategies. The active involvement of parents and the community provides additional support and resources for diverse learners. Furthermore, ongoing professional development ensures that teachers have the skills needed to handle classroom diversity. Strong policy and legislative support at the national level provide the necessary framework and funding for these efforts. Together, these facilitators help overcome barriers and promote academic and social success for every student in the school.

94. (B) 'problem in the system' perspective, which needs to be restructured.
The concept of inclusion represents a fundamental shift in perspective regarding the challenges faced by diverse learners. Instead of viewing the problem as being within the child, it identifies the barriers within the existing educational system that prevent participation. This systemic perspective necessitates a comprehensive restructuring of school culture, curriculum, and pedagogical practices to accommodate every individual. By moving away from a deficit-based model, inclusion emphasizes that the environment must adapt to the needs of the learner rather than expecting the learner to fit into a rigid standard. This approach promotes

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benefit all participants. These approaches move away from a traditional, teacher-centered model toward one that values the active participation of every student. By utilizing a variety of pedagogical strategies, educators can ensure that their lessons are accessible and meaningful for a diverse group of learners.

73. (D) Infrastructure
Providing a barrier-free physical environment is a fundamental aspect of infrastructure management in an inclusive school. Features such as ramps, accessible washrooms, and adjustable furniture ensure that all students can navigate the campus and classroom safely and independently. These modifications demonstrate a school's commitment to equity by removing the physical obstacles that can hinder participation. When infrastructure is designed with diversity in mind, it creates a welcoming atmosphere that supports the functional needs of every learner. Effective management of these resources is essential for building a truly inclusive and accessible educational institution for all.

74. (C) Product
Adapting the product of learning involves modifying how students demonstrate their understanding of a topic. Allowing a learner to create a diorama instead of writing a traditional essay is a classic example of this type of adaptation. This approach respects individual learning styles and provides alternative ways for students to show what they have mastered. By offering various options for assessment, educators can ensure that students who struggle with certain skills, like writing, are not unfairly penalized. Such changes promote equity and allow every student to showcase their unique talents while meeting the required educational standards.

75. (D) Create a collaborative and supportive network to enhance the student's development and learning.
The fundamental purpose of a parent-professional partnership is to create a collaborative and supportive network that enhances a student's development. By working together, parents and educators can share their unique insights and expertise to develop more effective support strategies. This cooperation ensures that the child's needs are addressed consistently across different environments, leading to better social and academic outcomes. The partnership fosters a sense of mutual respect and shared responsibility, which is essential for a successful inclusive education experience. Ultimately, this teamwork aims to provide every learner with the best possible opportunity to achieve their full potential.

76. (B) (ii), (iii), and (iv)
Building a successful parent-professional partnership requires a commitment to several core principles that foster collaboration. Shared responsibility for the child's education ensures that both parties are actively involved in the decision-making process. Mutual respect and trust create a safe environment for open and honest discussions about the student's progress and challenges. Regular and meaningful communication is also essential for maintaining alignment and addressing issues as they arise. By prioritizing these elements, schools can create a strong support system that benefits the student and strengthens the overall school community. These principles are vital for the long-term success of inclusion.

77. (D) A teacher's belief that students with disabilities cannot learn in a regular classroom.
Attitudinal barriers are often the most significant obstacles to successful inclusive education, as they stem from deeply held beliefs and prejudices. A teacher's belief that students with disabilities do not belong in a regular classroom is a prime example of such a barrier. These negative attitudes can lead to lowered expectations and the social exclusion of diverse learners. Overcoming these challenges requires ongoing sensitization and professional development to help staff members understand the value of diversity. By fostering a more positive and welcoming mindset, schools can create a truly inclusive environment where every student is supported and valued.

78. (B) Negative stereotypes and prejudice against persons with disabilities in the community.
Social barriers to inclusion involve the broad community attitudes and cultural norms that can lead to the marginalization of individuals with disabilities. Negative stereotypes and deep-seated prejudices often result in stigma and social isolation for these individuals and their families.

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In a parent-professional partnership, the teacher plays a vital role as a facilitator and collaborator in the student's educational journey. Their responsibilities include communicating progress, setting collaborative goals, and implementing discussed support strategies within the classroom. However, providing a medical diagnosis for a child's condition is not within the teacher's professional scope, as this requires specialized clinical training. Instead, teachers work alongside medical and rehabilitation professionals to understand how a diagnosis impacts learning and participation. By focusing on pedagogical and social support, the teacher ensures that the student's educational needs are met. Effective teamwork among all stakeholders is essential for the holistic development of the learner.

112. (B) P-3, Q-4, R-1, S-2
India's educational landscape is shaped by various legal and policy frameworks that address the needs of diverse learners. The National Curriculum Framework 2005 emphasizes curricular flexibility and connecting knowledge to life outside the school. The Persons with Disabilities Act 1995 provides a comprehensive legal document focused on equal opportunities and protection of rights. Furthermore, the Rehabilitation Council of India Act 1992 regulates the training of rehabilitation professionals. International frameworks like the UNCRPD promote a rights-based approach from a global perspective. Together, these documents guide schools and professionals in creating more inclusive and equitable learning environments for every student across the country.

113. (B) An attitudinal barrier
Attitudinal barriers are often the most significant and difficult obstacles to overcome in the path to inclusive education. A principal's belief that students with disabilities are better off in special schools reflects a deep-seated prejudice that can lead to social exclusion and lowered expectations. These negative attitudes can permeate the entire school culture, affecting how teachers and students interact with diverse learners. Overcoming these challenges requires ongoing sensitization and professional development to help all staff members understand the value of diversity and the right to inclusion. By fostering a more positive and welcoming mindset, schools can create a truly equitable environment for every student.

114. (B) Educational technology and inclusion.
Research that focuses on the development and evaluation of assistive technologies plays a crucial role in promoting inclusion for diverse learners. These studies investigate how various tools and software programs can enhance the functional capabilities of students with disabilities and facilitate their participation in the general curriculum. By identifying effective technological solutions, researchers help educators create more accessible and supportive learning environments. This field of study also explores the barriers to technology adoption and the impact of these tools on student achievement and independence. Advancements in educational technology continue to drive improvements in the quality of instruction and provide new opportunities for every learner to succeed.

115. (A) Both A and R are true and R is the correct explanation of A.
The Programme of Action 1992 was a critical follow-up to the National Policy of Education 1986, designed to operationalize its broad goals. While the 1986 policy provided the visionary direction for Indian education, the 1992 document offered detailed strategies and specific actions for implementation. This included concrete plans for expanding educational access and improving the quality of instruction for learners with special needs. By providing a clear roadmap for various government departments and educational institutions, the Programme of Action helped translate policy into practice. This systematic approach was essential for driving progress toward universal elementary education and fostering a more inclusive and equitable school system.

116. (D) The total number of existing cases of a disability at a point in time.
Prevalence is a key epidemiological measure that refers to the total number of individuals living with a specific condition within a population at a particular time. This figure provides a snapshot of the overall impact of a disability, which is essential for planning services and allocating resources effectively. Unlike incidence, which

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substantial gap between inclusive policies and their actual implementation. While there are robust legal frameworks and national policies that mandate inclusion, many schools still lack the necessary resources and trained staff to support diverse learners effectively. This disconnect can lead to token inclusion, where students are physically present in the classroom but do not receive the meaningful support they need to succeed. Addressing this implementation gap is essential for upholding the rights of every child and ensuring that the promises made in policy become a reality for all students.

85. (C) Studies proving the superiority of segregated special schools.
Research trends in inclusive education consistently focus on identifying and promoting strategies that support diversity and equity in the classroom. Current studies often investigate the effectiveness of different pedagogical approaches, such as cooperative learning and differentiated instruction. Additionally, there is a strong emphasis on exploring the attitudes of stakeholders and conducting action research to improve school environments. In contrast, research that seeks to prove the superiority of segregated special schools would contradict the global and national movement toward inclusion. Modern educational research is dedicated to finding ways to make mainstream environments more accessible and supportive for every individual learner.

86. (A) (i), (ii) and (iii)
Inclusive education faces several significant obstacles that hinder its successful implementation across different regions. Negative attitudes and stereotypes toward individuals with disabilities create a major attitudinal barrier that impacts social acceptance and expectations. An inflexible curriculum and the lack of trained teachers also present substantial educational and systemic challenges to meeting diverse learner needs. Together, these barriers can prevent students from accessing quality instruction and participating fully in the school community. Overcoming these hurdles requires a comprehensive approach that includes sensitization programs, pedagogical reforms, and ongoing professional development for all staff members. Addressing these core issues is essential for fostering equity.

87. (D) Qualitative research
Research that investigates the lived experiences and personal perspectives of individuals often falls under the qualitative paradigm. This approach allows researchers to gain a deep and nuanced understanding of how students with disabilities navigate inclusive classrooms and what challenges they face. Instead of focusing solely on numerical data, qualitative studies utilize methods like interviews and observations to capture the richness of social interactions. Such research is invaluable for identifying the subtle barriers and facilitators that impact a student's sense of belonging and academic success. By centering the voices of participants, these studies inform more responsive and ethical educational practices for everyone.

88. (A) The conflict between acknowledging a student's special needs for support and the risk of stigmatizing them by highlighting their difference.
The dilemma of difference is a central ethical issue that arises when schools attempt to provide appropriate support for diverse learners. It involves the conflict between acknowledging a student's special needs to provide necessary services and the risk of stigmatizing them by highlighting how they are different from their peers. If the difference is ignored, the student may not receive the support they need to succeed; however, if it is overemphasized, it can lead to social exclusion. Navigating this dilemma requires a sensitive approach that prioritizes individual needs while fostering an inclusive school culture that values diversity without labeling or marginalizing any student.

89. (C) Strong leadership from the school principal who champions the cause of inclusion.
Strong leadership from the school principal is one of the most significant facilitators for the successful implementation of inclusive education. When a principal actively champions the cause of inclusion, they help establish a positive school ethos that values diversity and collaboration. This leadership involves supporting teacher professional development, ensuring the availability of resources, and

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100. (D) It fails to respect the individuality of each learner and denies students the specific support they need to succeed.
From an ethical standpoint, a one-size-fits-all approach in an inclusive classroom is problematic because it fails to respect the unique individuality of each learner. Every student has different strengths, backgrounds, and specific needs that must be addressed to ensure their academic and social success. By using a single standard for everyone, the system effectively denies some students the specific support and adaptations they require to succeed. This lack of differentiation can lead to frustration and social exclusion for diverse learners. Upholding the rights of every student requires a commitment to personalized instruction and a flexible curriculum that can accommodate the full range of human diversity effectively.

101. (A) Both A and R are true and R is the correct explanation of A.
The International Classification of Functioning, Disability and Health offers a holistic perspective by focusing on functioning rather than just disability. This model recognizes that a person's ability to participate in life situations is influenced by a complex interaction of factors. Health conditions are viewed alongside personal attributes and environmental influences to determine an individual's level of functioning. By addressing both barriers and facilitators in the environment, professionals can develop more effective interventions. This biopsychosocial approach ensures that support is tailored to the individual's specific context, promoting a more inclusive and comprehensive understanding of health and well-being.

102. (B) All children have the right to be educated together, to the maximum extent appropriate.
The fundamental principle of inclusive education is the recognition of education as a basic human right that must be accessible to every child. This philosophy advocates for all learners to be educated within common settings, ensuring they have the opportunity to interact and learn from one another. By removing systemic barriers, schools can accommodate a wide range of abilities and backgrounds. Inclusion promotes social equity and prepares students for a diverse society by fostering mutual respect and understanding. This approach requires ongoing structural and pedagogical modifications to ensure that every student can participate meaningfully and achieve their full potential.

103. (D) Specialized instruction and services provided in a separate setting.
Special education traditionally focuses on providing highly individualized and specialized instruction to students with disabilities within separate learning environments. This model often relies on specialized curricula and specifically trained personnel to meet the unique requirements of each learner. While it aims to provide intensive support, the separate setting can sometimes lead to social isolation and a lack of access to the general curriculum. Over time, the philosophy has evolved toward more integrated and inclusive models that prioritize participation within mainstream schools. However, special education remains a critical resource for students who require intensive interventions that cannot be easily provided in a regular classroom setting.

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104. (C) (i), (ii) and (iii)
India has implemented several key legal provisions and policies that form the foundation for inclusive education across the country. The National Policy of Education 1986 established a broad vision for integrating children with special needs into mainstream schools. The Persons with Disabilities Act 1995 provided a comprehensive legal framework for ensuring equal rights and full participation. Furthermore, the Sarva Shiksha Abhiyan introduced specific initiatives, such as the zero-rejection policy, to promote universal access to elementary education. Together, these frameworks guide schools in creating more equitable and supportive learning environments. Continued adherence to these policies is essential for achieving the goals of inclusion and equity.

105. (C) Handicap
In the context of disability studies, a handicap refers to the social and environmental disadvantage experienced by an individual due to their condition and a lack of accommodations. For instance, when an examination system does not provide necessary adaptations for a student with an impairment, it creates a barrier to participation. This disadvantage is not an

equity and ensures that every student can succeed in a common setting.

95. (C) It involves practitioners (like teachers) in identifying problems and testing solutions in their own classrooms, leading to immediate improvements.
Action research is particularly suitable for the field of inclusive education because it involves practitioners directly in the process of identifying and solving problems in their own classrooms. This approach allows teachers to test new pedagogical strategies and make immediate improvements to their practice based on real-time feedback. By focusing on practical application and context-specific solutions, action research helps bridge the gap between theory and practice. It empowers educators to take an active role in creating more inclusive and supportive learning environments. This collaborative and reflective process is essential for driving meaningful change and promoting the academic and social success of every student.

96. (D) It is a recognized policy goal with significant progress in enrollment, but major challenges remain in quality, teacher preparedness, and infrastructural support.
Inclusive education is currently a recognized policy goal in India, with significant progress made in increasing the enrollment of children with disabilities in regular schools. However, major challenges still remain in ensuring the quality of inclusion and providing adequate support for diverse learners. Issues such as teacher preparedness, infrastructural accessibility, and the availability of specialized resources continue to hinder the implementation of inclusive practices. Addressing these gaps requires a concerted effort from policymakers, educators, and communities to move beyond token inclusion and toward a system that truly values and supports every student. Continued focus on quality and equity is essential for further progress.

97. (C) P-4, Q-1, R-3, S-2
Ethical issues in inclusive education involve complex dilemmas that impact the rights and well-being of diverse learners. Labeling can lead to stigmatization, while the principle of dignity of risk emphasizes allowing students to experience life's challenges as part of their growth. Maintaining confidentiality is essential for protecting a student's privacy, and fair resource allocation ensures that support is distributed equitably among all who need it. Navigating these ethical considerations requires a sensitive and principled approach that prioritizes the dignity of every individual. By addressing these issues proactively, schools can create a more just and supportive learning environment that truly respects the rights of all students.

98. (B) Increased awareness, sensitization programs, and positive contact experiences with persons with disabilities.
Overcoming attitudinal barriers to inclusion requires a multifaceted approach that focuses on changing deep-seated beliefs and prejudices. Awareness and sensitization programs help staff members and students understand the value of diversity and challenge existing myths about disability. Additionally, providing opportunities for positive contact and interaction with persons with disabilities can help reduce social distance and foster mutual respect. These initiatives encourage a shift toward a more welcoming and inclusive mindset within the school community. By prioritizing empathy and understanding, educators can create an environment where every student is supported and valued for who they are. Continued effort in this area is essential for long-term change.

99. (C) A comparative study.
A research study that evaluates the academic achievement of students in different types of educational environments is an example of a comparative study. By analyzing data from inclusive settings versus segregated settings, researchers can gain valuable insights into the effectiveness of various educational models. This type of research helps inform policy decisions and identify the best practices for supporting diverse learners. By identifying the factors that contribute to student success in different contexts, these studies help drive improvements in the quality of instruction for everyone. Comparative research is essential for building an evidence-based approach to inclusive education and ensuring that all students have equal opportunities to achieve.

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promotes academic success and social integration for every student.

67. (C) To provide specialized expertise and collaborate with parents and teachers to support the student.
Professionals such as therapists and counselors bring essential specialized expertise to the parent-professional partnership. Their role is to work collaboratively with both parents and teachers to develop and implement effective support strategies for the student. Instead of working in isolation, they share their knowledge to ensure that the learner's needs are addressed holistically across different settings. By facilitating open communication and providing expert guidance, these professionals help build a strong support network. This collaborative approach ensures that the student receives consistent and high-quality care that fosters their overall development.

68. (D) Adapting the instructional materials as a form of curricular adaptation.
Adapting instructional materials is a critical form of curricular adaptation that ensures information is accessible to students with varying needs. Providing large-print books supports those with low vision, while audiobooks benefit learners who have difficulty processing written text. Summaries help simplify complex information for students who may struggle with reading comprehension. These modifications allow diverse learners to engage with the same core content as their peers by using different formats. Such proactive adjustments are essential for creating an equitable learning environment where every student can succeed regardless of their specific challenges.

69. (A) Both A and R are true and R is the correct explanation of A.
A successful inclusive education system relies heavily on the strength of the partnership between parents and professionals. Parents provide a unique and in-depth understanding of their child's history, interests, and specific challenges, which is invaluable for effective planning. When this personal knowledge is combined with the specialized expertise of educators and therapists, the resulting support plans are more comprehensive and meaningful. This collaboration ensures that the student's needs are consistently met both at home and in school. Therefore, fostering mutual respect and open communication is essential for the holistic development of every learner.

70. (B) Breaking down a long assignment into smaller, manageable steps.
Adapting the process of instruction involves modifying the way students engage with and complete their learning tasks. Breaking down a long and complex assignment into smaller, manageable steps is a prime example of this type of adaptation. This strategy is particularly effective for students with attention deficits or executive functioning challenges, as it helps them maintain focus and monitor their own progress. By adjusting the instructional delivery and task structure, educators can reduce frustration and help diverse learners achieve their goals. Such process-oriented changes are essential for supporting individual learning styles within an inclusive classroom.

71. (C) The entire school community, including the general education teacher, special educator, parents, and peers.
In a truly inclusive environment, the responsibility for the education and well-being of every student is shared by the entire school community. This collaborative approach involves general education teachers, special educators, parents, and even peers working together toward common goals. Instead of placing the burden on a single individual, this model acknowledges that diverse learners benefit from multiple perspectives and support systems. By fostering a culture of collective ownership and mutual support, schools can create a more welcoming and effective learning atmosphere. This shared commitment is essential for ensuring that every student receives the quality instruction they deserve.

72. (A) (i), (ii) and (iii)
Effective instructional practices in an inclusive classroom focus on flexibility and student engagement. Cooperative learning encourages students to work together and support one another, while differentiated instruction allows teachers to tailor their methods to meet individual needs. Peer tutoring is another valuable strategy that leverages the social nature of learning to

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inherent trait of the individual but rather a result of the interaction with a restrictive environment. Reducing handicaps requires implementing systemic changes, such as providing extra time or assistive technology. By making the environment more accessible, we can ensure that every individual has a fair opportunity to succeed.

106. (D) Statement I is incorrect, but Statement II is correct.
The Rehabilitation Council of India Act 1992 was established to regulate and standardize the training of professionals in the field of rehabilitation and special education. Its primary role is to ensure that personnel working with individuals with disabilities meet high professional standards and maintain ethical practices. The Council maintains a central register of qualified professionals, which helps ensure the quality of services provided. While the Council influences special education training, it is not primarily responsible for developing the K-12 school curriculum. This regulatory function is essential for maintaining the integrity of the profession and providing effective support to diverse learners across the country.

107. (C) An Individualized Education Plan (IEP).
An Individualized Education Plan is considered an example of an adaptive technology process because it involves a systematic and collaborative procedure for planning a student's education. This process brings together teachers, parents, and specialists to develop a customized roadmap that addresses the learner's unique strengths and needs. The IEP is not a physical device, but rather a dynamic pedagogical tool that includes assessment, goal-setting, and regular monitoring. By prioritizing teamwork and individualized support, the IEP process facilitates a more inclusive and effective learning experience. This systematic approach ensures that every student receives the specific accommodations and services required for their academic success.

108. (C) (i), (ii), (iii), and (v)
The United Nations Convention on the Rights of Persons with Disabilities places significant legal obligations on signatory nations to uphold the rights and dignity of all individuals. Nations are required to adopt legislative measures to abolish discrimination and promote the research and development of universally designed goods and services. Additionally, there is a strong emphasis on raising awareness and combating stereotypes against persons with disabilities. Ensuring access to justice and equal participation in all aspects of society are also key requirements. By aligning national laws with these international principles, countries can create more inclusive and equitable environments. These commitments are essential for protecting the human rights of everyone.

109. (D) Access, mobility, and adaptations for written work or motor tasks.
Students with physical disabilities primarily require support related to accessibility and mobility within the educational environment. This involves ensuring that school buildings and classrooms are barrier-free and that students can navigate the campus safely and independently. Additionally, these learners often need specific adaptations for written work or other motor tasks, such as the use of assistive technology or extra time during assessments. While their cognitive abilities may be typical, the physical challenges they face can hinder participation if not addressed. By providing the necessary equipment and modifications, schools can ensure that these students have an equal opportunity to succeed and achieve their full potential.

110. (B) A portfolio containing samples of the student's work, teacher observations, and self-assessments.
Portfolio assessment is a highly effective method for capturing the progress and development of diverse learners in an inclusive setting over time. This approach involves collecting a variety of samples of a student's work, along with teacher observations and self-assessments, to provide a holistic view of their achievements. Unlike a single standardized test, a portfolio highlights the learner's unique strengths and improvements across different areas. This qualitative and formative technique allows educators to make more informed instructional decisions and plan appropriate support. By focusing on growth and individual progress, portfolios promote a more equitable and comprehensive understanding of student learning in a diverse classroom.

111. (C) Providing a medical diagnosis for the child's condition.

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These barriers prevent full participation in community life and can influence the quality of services and opportunities available. Addressing these challenges requires public awareness campaigns and programs that promote positive interactions and challenge existing myths. By building a more accepting and inclusive society, we can ensure that every person is treated with dignity and has equal access to all aspects of life.

79. (C) An inflexible curriculum that does not allow for adaptation.
An educational or pedagogical barrier refers to any aspect of the schooling system that prevents diverse learners from accessing and succeeding in their studies. An inflexible curriculum that does not allow for necessary adaptations is a major example of such a barrier. When the content, teaching methods, and assessments are designed for a single standard, they often exclude students with different learning needs. Overcoming these obstacles requires a shift toward more student-centered and flexible approaches, such as differentiated instruction. By making these systemic changes, schools can ensure that every learner has a fair opportunity to achieve their academic potential.

80. (B) P-2, Q-4, R-3, S-1
Barriers to inclusive education can be categorized into different types based on their origin and impact. Attitudinal barriers involve negative beliefs and low expectations, while social barriers stem from community stigma and discrimination. Educational barriers often relate to inflexible curricula and pedagogical practices that do not accommodate diversity. Physical barriers include structural obstacles like a lack of ramps or accessible facilities that hinder mobility. Identifying and addressing each of these different types of barriers is essential for creating a truly inclusive and equitable learning environment. This comprehensive approach ensures that every student can participate fully and achieve their best.

81. (B) A positive and welcoming school ethos.
A positive and welcoming school ethos acts as a powerful facilitator for inclusive education by creating an environment where diversity is valued. This culture is characterized by mutual respect, collaboration among staff, and a shared commitment to supporting every learner. When the school leadership and teachers prioritize inclusion, it fosters a sense of belonging for all students and their families. Such a supportive atmosphere encourages the implementation of creative pedagogical strategies and helps overcome various challenges. By building a strong and inclusive school community, educators can ensure that every child has the opportunity to thrive and succeed both socially and academically.

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82. (A) Both Statement I and Statement II are correct.
In the path toward inclusive education, both attitudinal and physical barriers must be addressed, though they require different approaches. Deep-seated negative attitudes and prejudices are often the most difficult to overcome because they involve changing long-held personal beliefs. In contrast, physical barriers, such as a lack of ramps, can often be addressed through direct structural modifications. While building accessible infrastructure is essential for participation, it must be accompanied by ongoing sensitization to ensure that the school culture truly welcomes diversity. Addressing both types of barriers simultaneously is necessary for creating a genuinely inclusive and equitable learning environment for every student.

83. (A) Both A and R are true and R is the correct explanation of A.
Ethical concerns in inclusive education often center on the balance between identifying a student's needs and avoiding the negative effects of labeling. While a diagnostic label is often necessary to access specific support services and funding, it can also lead to stigmatization and lowered expectations from teachers and peers. This dilemma requires educators to use information sensitively and focus on the individual's strengths rather than just their challenges. By maintaining a focus on personalized support and fostering a culture of acceptance, schools can mitigate the risks of social exclusion. Ensuring that every student is treated with dignity is a fundamental ethical responsibility.

84. (D) The gap between inclusive policies on paper and their actual implementation in schools.
One of the most significant ethical challenges in the current Indian educational context is the

counts only new cases, prevalence accounts for all individuals currently affected. Accurately tracking these numbers helps policymakers and health professionals develop long-term strategies for prevention, rehabilitation, and inclusion. This comprehensive data is fundamental for understanding the needs of the population and ensuring that appropriate support systems are in place for everyone.

117. (C) The mainstreaming or integration model.
In the mainstreaming or integration model, students with disabilities spend most of their school day in regular classrooms but may be pulled out for specialized instruction. This often occurs in a resource room staffed by a special educator who provides targeted support for specific academic or functional skills. While this approach provides access to the general curriculum and social interaction with peers, it is distinct from full inclusion, where support is provided entirely within the mainstream environment. This model offers a balance between shared learning and specialized intervention, allowing schools to tailor their support based on individual needs. It remains a common practice in many schools transitioning toward inclusion.

118. (B) (ii), (iii) and (iv)
Effective identification of diverse learners for inclusion requires a comprehensive and holistic approach that goes beyond a single standardized test. A multi-disciplinary team approach ensures that multiple perspectives, including those of educators, psychologists, and therapists, are considered. Observing the student in various settings provides valuable insights into their functional abilities and social interactions. Additionally, it is essential to consider the student's cultural and linguistic background to avoid biases in the assessment process. By gathering data from multiple sources, professionals can develop a more accurate understanding of the learner's strengths and specific support needs. This detailed information is fundamental for planning appropriate and meaningful educational interventions.

119. (D) Content, process, and product.
Differentiated instruction is a core pedagogical practice in inclusive classrooms that involves modifying the learning experience to meet the diverse needs of students. This approach requires teachers to adjust the content of what is being taught, the process of how students engage with the information, and the product through which they demonstrate their learning. By providing multiple pathways for success, educators can ensure that every student is appropriately challenged and supported. This flexibility respects individual learning styles and abilities, fostering a more equitable and engaging classroom environment. Differentiated instruction allows all learners to master the core curriculum while honoring their unique backgrounds and specific educational requirements.

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120. (B) A collaborative and positive school culture that values diversity.
A collaborative and positive school culture is the most significant facilitator for inclusive education at the institutional level. When staff members work together and share a common commitment to valuing diversity, it creates a welcoming atmosphere for all students and families. This culture encourages the implementation of creative pedagogical strategies and fosters a sense of collective responsibility for student success. Strong leadership from the principal and open communication with parents further strengthen this supportive environment. By prioritizing inclusion in the school ethos, educators can overcome various attitudinal and structural barriers. This positive climate is essential for ensuring that every student feels respected and has the opportunity to thrive.

121. (C) An effective and appropriate education.
A key ethical challenge in inclusive education is balancing the legal right to inclusion with the fundamental right to an effective and appropriate education. Simply placing a student in a regular classroom without the necessary support or modifications can lead to a lack of meaningful learning. True inclusion requires that the educational environment is adapted to meet the specific needs of the learner, ensuring they receive quality instruction. This dilemma highlights the importance of individualized planning and the provision of specialized resources within the mainstream setting. Schools must ensure that inclusion is not just a physical placement but a

students. Supporting effective communication is fundamental to successful inclusion for every individual learner.

163. (C) Socio-economic status, ethnicity, gender, or language.
Marginalized groups in the context of inclusive education refer to those students who face systemic exclusion due to various social and economic factors. This includes learners from low socio-economic backgrounds, ethnic minorities, and those who speak different languages or face gender-based discrimination. These students often encounter significant barriers to accessing quality instruction and participating fully in the school community. By fostering a welcoming and inclusive environment, schools can address these inequalities and promote social justice. This comprehensive approach ensures that every child, regardless of their background or identity, is treated with dignity and has equal opportunities to succeed. Recognizing and addressing marginalization is essential for achieving the broad goals of education for all.

164. (D) A resource for enriching the learning for all children.
The National Curriculum Framework 2005 views diversity in the classroom as a valuable resource that enriches the educational experience for every student. It advocates for a pedagogical approach that recognizes and values individual differences rather than trying to eliminate them. By interacting with classmates from different backgrounds and with various abilities, students develop important social skills such as empathy and mutual respect. This diverse environment also encourages more creative and flexible teaching strategies that benefit all learners. The framework emphasizes that inclusion is not just for students with disabilities but for the entire school community. By embracing diversity, schools can create more engaging and equitable learning atmospheres that prepare everyone for a diverse world.

165. (C) National Policy of Education - 1992
India's educational history is marked by several key policy documents, each with a specific year of formulation. The National Policy of Education was first introduced in 1968, followed by a significantly revised version in 1986. While a Programme of Action was developed in 1992 to operationalize the 1986 policy, there was no separate National Policy of Education formulated specifically in that year. Other landmarks include the Persons with Disabilities Act 1995 and the Rehabilitation Council of India Act 1992. Understanding these chronological milestones is essential for tracking the evolution of inclusive practices in the country. Accurate knowledge of these legal and policy frameworks helps educators and policymakers align their efforts with national goals and standards.

166. (B) An in-depth, holistic understanding of a single student in their context.
A case study is an invaluable evaluation technique in inclusive education because it allows for an in-depth and holistic understanding of an individual student. This method involves gathering detailed information about the learner's history, specific challenges, strengths, and interactions within their social and educational context. Unlike broad surveys, case studies provide a nuanced view of the factors that impact a student's participation and success. This rich data helps educators develop highly personalized and effective support plans that address the unique requirements of the learner. By focusing on the individual in their specific environment, case studies offer insights that are essential for making meaningful pedagogical and systemic modifications. This qualitative approach is fundamental to ethical inclusion.

167. (D) Learning product.
Adapting the learning product involves providing students with different ways to demonstrate what they have mastered during a lesson. Allowing a student who struggles with writing to give an oral report instead of submitting an essay is a prime example of such an adaptation. This approach respects individual learning styles and ensures that students are not unfairly penalized for specific difficulties that are unrelated to the core subject matter. By offering various options for assessment, educators can ensure that every student has a fair opportunity to showcase their true knowledge and potential. Such flexible practices promote equity and engagement within the inclusive classroom. Product-oriented

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access to education. It means that no school has the right to deny admission to any child based on their disability, background, or learning needs. This policy is a powerful statement against discrimination and systemic barriers that have historically excluded many students from mainstream schooling. By ensuring entry into the educational system, the policy lays the foundation for building more inclusive and equitable school communities. However, physical admission must be accompanied by the necessary support and adaptations to ensure that every student can participate meaningfully and succeed in their learning.

128. (B) Inclusive education focuses on changing the system to fit the child, while integration focuses on the child fitting into the system.
Inclusive education is fundamentally different from integrated education in its philosophical approach to supporting diversity. While integration typically involves placing students with disabilities in regular classrooms and expecting them to adapt to the existing system, inclusion requires the system itself to change. This means restructuring school policies, curriculum, and pedagogical practices to accommodate the unique needs of every learner from the start. Inclusion values diversity as a resource and proactively removes barriers to participation. By shifting the responsibility onto the school system, inclusive education promotes greater equity and ensures that all students feel a sense of belonging and achieve their full potential in a common setting.

129. (B) (iii), (i), (ii)
The education of children with disabilities has evolved through several distinct phases over the decades. Initially, learners were often placed in segregated special schools that operated separately from the mainstream educational system. Eventually, the movement toward integration attempted to bring these students into regular schools, though they were often expected to adapt to the existing environment. The most modern and progressive approach is inclusive education, which necessitates a comprehensive transformation of the entire school system to support every learner effectively. This chronological progression reflects a deepening understanding of human rights and social equity. Each stage represents a step toward creating a more welcoming and supportive educational environment for everyone.

130. (B) Infrastructure
Infrastructure management in an inclusive school involves making physical modifications to ensure that the environment is accessible and barrier-free for all students. Providing a ramp to the library is a classic example of such a modification, as it allows students with mobility challenges to enter and use the facility independently. These structural changes are essential for removing physical obstacles that can hinder participation and social integration. A welcoming and accessible physical setting demonstrates a commitment to equity and supports the functional needs of every learner. Effective management of these resources ensures that every student can navigate the campus safely and participate fully in all aspects of school life.

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131. (C) Statement I is correct, but Statement II is incorrect.
An inclusive classroom is fundamentally characterized by a culture that values diversity and sees individual differences as a valuable resource for learning. Instead of expecting all students to conform to a single standard, educators in these settings utilize flexible and student-centered pedagogical models. This approach involves modifying teaching methods, curriculum, and assessments to meet the unique needs of every individual learner. By fostering an atmosphere of mutual respect and collaboration, the inclusive classroom ensures that all students feel a sense of belonging and achievement. This move away from teacher-centric models toward a more responsive framework is essential for promoting equity and supporting the holistic development of every student.

132. (A) Both A and R are true and R is the correct explanation of A.
Curricular adaptations are essential for ensuring that diverse learners can participate meaningfully and successfully in the general education classroom. A one-size-fits-all curriculum often creates significant barriers for students whose learning styles, backgrounds, or abilities differ from the established norm.

By modifying the content, process, or products of learning, educators can provide multiple pathways for success and ensure that every student is appropriately challenged. These adaptations respect individual differences and promote greater equity within the school system. Without these proactive changes, many students may feel excluded or struggle to achieve their full potential. Implementing flexible curricular strategies is fundamental to the goals of inclusive education and social justice.

133. (C) Human resource
Human resource management in an inclusive classroom involves effectively utilizing the skills and potential of everyone in the school community to support learning. Leveraging peers as partners is a powerful example of this strategy, as it encourages students to provide academic and social support to one another. Cooperative learning and peer tutoring programs benefit both the helper and the learner by fostering positive interdependence and mutual respect. This approach moves beyond relying solely on teachers and specialists, recognizing that students can be valuable resources for their classmates. By building a supportive peer network, educators can enhance the overall learning experience and promote social integration for every student in the diverse classroom.

134. (B) A wheelchair
An assistive technology product is a physical device or tool designed to enhance the functional capabilities of individuals with disabilities and improve their independence. A wheelchair is a direct example of such a product for a person with a locomotor disability, as it provides essential mobility and allows the individual to navigate their environment more effectively. These products are critical for removing physical barriers to participation in school and community life. By ensuring access to appropriate assistive devices, educational institutions can support the daily living needs of diverse learners. These tangible tools are a key component of a comprehensive support system that promotes autonomy and academic success for every individual student.

135. (A) (i), (ii) and (iv)
Effective instructional practices in an inclusive classroom focus on flexibility, engagement, and providing frequent support to all students. Using a variety of teaching methods, such as visual, auditory, and hands-on approaches, helps accommodate different learning styles and abilities. Creating cooperative learning groups encourages students to work together and support one another, fostering social integration. Furthermore, providing frequent and constructive feedback is essential for helping all learners monitor their progress and achieve their goals. These proactive strategies move away from traditional, lecture-only methods toward a more responsive pedagogical framework. By prioritizing student-centered activities, educators can ensure that their lessons are accessible and meaningful for every learner in the diverse classroom.

136. (B) An expert on their own child and their primary advocate.
In a parent-professional partnership, parents bring an invaluable perspective as the primary experts on their own child's history, interests, and unique needs. Their role as advocates is essential for ensuring that the student receives the appropriate support and services throughout their educational journey. This long-term knowledge provides a foundation for developing more effective and meaningful support plans. When parents are treated as equal partners, they can share insights that lead to better pedagogical and social outcomes. This collaborative relationship fosters mutual respect and a shared commitment to the child's development. Recognizing and valuing the parent's unique contribution is fundamental to the success of inclusive education and the holistic well-being of the student.

137. (B) Lack of an elevator in a multi-story school building.
Social barriers to inclusion involve the broad community attitudes, cultural norms, and prejudices that can lead to the marginalization of individuals with disabilities. Stigma attached to disability and prejudicial attitudes are primary examples of these challenges, as they can result in social exclusion and isolation for families. These barriers prevent full participation in community life and can influence the quality of opportunities available to diverse learners. In contrast, a lack of an elevator in a school building is an example of

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a physical or infrastructural barrier, which relates to the structural accessibility of the environment. Addressing social barriers requires ongoing public awareness and programs that promote positive interactions and challenge existing stereotypes.

138. (D) An experimental or quasi-experimental study.
A research study that evaluates the impact of an intervention, such as a sensitization workshop, on a specific variable like teacher attitudes, often follows an experimental or quasi-experimental design. This approach involves measuring the variable before and after the intervention to determine if any significant changes have occurred. By comparing results, researchers can assess the effectiveness of the training program and identify areas for further improvement. This type of research is valuable for developing evidence-based practices for professional development in inclusive education. By using systematic and objective methods, these studies provide important information for schools and policymakers who are working to create more positive and welcoming environments for every individual learner.

139. (A) (i), (ii), (iii), and (iv)
Ethical issues in inclusive education involve complex challenges that impact the rights and dignity of every student. One significant concern is the risk of dumping students in regular classrooms without adequate support, which can lead to academic and social failure. Ensuring the confidentiality of personal information is another critical responsibility that protects the student's privacy. Additionally, the fair allocation of limited resources and providing a meaningful curriculum for all are fundamental ethical imperatives. Navigating these dilemmas requires a principled and sensitive approach that prioritizes individual needs and promotes social justice. By addressing these issues proactively, schools can create more equitable and supportive learning environments that truly respect the rights and potential of all students.

140. (D) Rehabilitation Council of India Act, 1992
The Rehabilitation Council of India Act 1992 was established to regulate and maintain high standards for rehabilitation professionals and personnel working in the field of disability. Its primary focus is on the standardization of training programs to ensure that individuals providing support meet professional qualifications. The Act also mandates the maintenance of a central register to monitor the credentials of those working in the special education and rehabilitation sectors. This regulatory function is essential for ensuring the quality and safety of services provided to diverse learners. By establishing clear professional guidelines, the Act helps maintain the integrity of the profession and promotes more effective and ethical support for individuals across the country.

141. (C) Accessible and flexible to meet the diversity of learners.
The National Curriculum Framework 2005 advocates for a curriculum that is fundamentally accessible and flexible to respond to the diverse needs of all students. It emphasizes that education must move beyond rigid standards and rote memorization toward more learner-centered and meaningful experiences. This framework identifies diversity as a valuable resource that enriches the learning environment for everyone. By providing multiple pathways for success and allowing for pedagogical adaptations, schools can ensure that every student can participate meaningfully in the curriculum. This approach respects individual learning styles and backgrounds, fostering a more equitable and engaging school community. Flexible curricular strategies are essential for achieving the goals of inclusion and academic excellence.

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142. (D) Handicap
A handicap refers to the social and environmental disadvantage experienced by an individual due to the interaction between their condition and systemic barriers. For instance, when a building lacks necessary modifications like ramps, it prevents a person with a mobility impairment from participating fully. This disadvantage is not an inherent trait of the individual but rather a result of an inaccessible environment. Reducing handicaps requires making structural changes to foster a more inclusive and equitable society. By removing physical and social obstacles, we can ensure that every individual has a fair opportunity to participate in community life.

addressing each of these different types of barriers, schools can create a more equitable and welcoming atmosphere for every student to learn and thrive.

153. (D) (i), (ii), (iii), and (v)
An effective Individualized Education Plan consists of several essential elements that provide a comprehensive roadmap for a student's learning journey. This includes a clear statement of the child's present levels of performance and measurable annual goals that address their unique needs. The plan must also describe the specific special education services and related accommodations to be provided to the student. Furthermore, a statement of how progress will be measured and reported is essential for ongoing monitoring and adjustments. By including each of these components, the IEP team ensures that the support provided is both targeted and meaningful. This systematic planning process is fundamental to fostering academic success and social integration.

154. (B) An aid helps in performing a task (e.g., hearing aid), while an appliance often compensates for a structural defect (e.g., prosthesis).
In the field of assistive technology, there is a functional distinction between an aid and an appliance based on their specific purpose. An aid is generally a device that helps an individual perform a specific task more effectively, such as a hearing aid or a magnifier. In contrast, an appliance often serves to compensate for a structural defect or missing body part, such as a prosthetic limb or an orthotic brace. Both types of assistive products are essential for removing barriers and promoting independence for individuals with disabilities. By ensuring access to the appropriate tools, schools can support the unique functional requirements of diverse learners and facilitate their participation in all aspects of life.

155. (C) Making unilateral decisions about the child's educational program.
The teacher's role in a parent-professional partnership is fundamentally built on collaboration and mutual respect rather than unilateral decision-making. Effective teachers initiate regular and positive communication with parents to share information about the student's progress and challenges. They also listen carefully to parents' perspectives and incorporate their unique insights into the educational planning process. By working together toward shared goals, teachers and parents create a stronger support network for the learner. Making one-sided decisions without consulting other stakeholders can lead to a lack of alignment and may hinder the student's overall development. Fostering a team-based approach is essential for ensuring that the educational program remains responsive to the child's holistic needs.

156. (D) Educational or Pedagogical barrier
An educational or pedagogical barrier refers to any aspect of the teaching and learning system that prevents diverse learners from succeeding. A school's refusal to adapt its teaching methods to suit different learning styles is a major example of such a barrier, as it forces all students into a rigid instructional standard. This lack of flexibility often excludes those with different backgrounds or abilities, hindering their academic progress. Overcoming these obstacles requires a shift toward more student-centered and responsive pedagogical approaches, such as differentiated instruction. By making these systemic changes, schools can ensure that every learner has a fair opportunity to achieve their potential. Addressing pedagogical barriers is fundamental to the goals of inclusion.

157. (C) The issue of 'dumping' or token inclusion.
An ethical concern arises when a school admits a student with a disability but fails to provide the necessary support services, a practice often called dumping or token inclusion. This situation creates a significant barrier to meaningful learning and can lead to social isolation and academic failure. True inclusion requires more than just a physical presence; it necessitates structural and pedagogical modifications to meet the unique needs of every learner. By ignoring these requirements, schools effectively deny students the right to a quality and appropriate education. Addressing this implementation gap is an essential ethical responsibility for any inclusive institution. Ensuring that every student is supported meaningfully is fundamental to fostering equity and social justice.

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potential and foster a more supportive learning environment.

148. (D) Difficulty with movement and motor coordination.
A student with a physical disability that affects mobility primarily experiences challenges with movement and motor coordination. These difficulties can impact their ability to navigate the school environment independently, participate in physical activities, and complete written tasks. While their cognitive and social abilities may be typical, the physical obstacles they face require specific accommodations and modifications to ensure full participation. This includes provide barrier-free infrastructure and the use of assistive technology or adaptive equipment. By addressing these functional needs, schools can create a more inclusive and accessible environment for every student. Fostering independence and mobility is fundamental to supporting the holistic development of learners with physical disabilities.

149. (B) (i), (ii) and (iii)
Successful management of an inclusive classroom requires a multifaceted approach that addresses infrastructure, human resources, and instructional practices. Providing a barrier-free physical environment ensures that all students can navigate the space safely and independently. Effective human resource management involves fostering collaboration among teachers, specialists, and parents to provide comprehensive support. Additionally, using varied instructional practices, such as differentiated instruction and cooperative learning, helps accommodate the diverse learning styles of all students. By addressing these core components together, schools can create a more equitable and supportive learning atmosphere. This comprehensive management framework ensures that the unique requirements of every learner are met consistently within the shared classroom setting.

150. (B) Document best practices and context-specific solutions for inclusion.
A major focus of contemporary research in inclusive education within the Indian context is to identify and document best practices and context-specific solutions. These studies explore how different schools and communities overcome barriers to inclusion by utilizing available resources effectively. By highlighting successful strategies, researchers provide valuable models that other institutions can adapt to their own settings. This type of research helps bridge the gap between national policies and local implementation by focusing on practical and sustainable approaches. Documenting these experiences is essential for building a more evidence-based and responsive educational system. Advancing the goals of inclusion requires a deep understanding of the diverse realities faced by schools across the country.

151. (C) The collective capabilities of all people in the school - teachers, students, parents, and support staff.
Human resource in an inclusive school refers to the collective skills, knowledge, and capabilities of every individual within the educational community. This includes the expertise of general and special education teachers, the insights of parents, and the social support provided by peers. Effectively managing these resources involves fostering collaboration and shared responsibility for student success. By leveraging the diverse strengths of all stakeholders, the school can provide a more comprehensive and flexible support system for every learner. This teamwork is essential for overcoming barriers and creating a welcoming and effective learning atmosphere. Prioritizing human resource development ensures that the entire community is prepared to support inclusion meaningfully and equitably.

152. (C) Statement I is correct, but Statement II is incorrect.
A barrier-free environment is a critical prerequisite for the successful implementation of inclusive education, as it ensures that all students can participate fully in school life. However, this concept extends far beyond just the absence of physical obstacles like stairs. It also encompasses digital accessibility, flexible communication methods, and the removal of social and attitudinal barriers that can hinder participation. A truly inclusive setting is one where the physical, instructional, and social environments are all designed to accommodate the full range of human diversity. By proactively

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meaningful educational experience that respects the rights and potential of every student.

122. (A) (i), (ii), and (iv)
Effective instructional practices in an inclusive classroom are characterized by student-centered approaches that prioritize engagement and meaningful learning. Using multiple modalities to present information, such as visual, auditory, and tactile methods, helps accommodate various learning styles and abilities. Additionally, flexible grouping of students allows for collaborative learning and peer support, which benefits all participants. These practices move away from rigid, traditional methods toward a more responsive and equitable pedagogical framework. By providing varied opportunities for success, educators can ensure that their lessons are accessible and engaging for every learner. These student-oriented strategies are essential for fostering academic achievement and a sense of belonging in a diverse classroom.

123. (C) The creation of a rights-based, barrier-free, and inclusive society.
The National Policy for Persons with Disabilities 2006 focuses on the comprehensive empowerment of individuals by promoting a rights-based and inclusive society. It moves beyond a purely medical perspective to address the social, economic, and educational dimensions of life for persons with disabilities. The policy emphasizes the importance of creating barrier-free environments to ensure physical and digital accessibility. Additionally, it advocates for non-discrimination and the protection of human rights in all sectors of society. By providing a clear framework for action, the policy guides various government departments in developing inclusive services and programs. This visionary document is essential for fostering independence and ensuring the full participation of every citizen.

124. (D) Either barriers or facilitators.
In the framework of the International Classification of Functioning, Disability and Health, environmental factors are recognized as having a significant impact on an individual's functioning. These factors can act as either barriers that hinder participation or facilitators that enhance it. For example, a lacks of ramps in a school building is an environmental barrier, while the presence of a supportive and trained teacher is a facilitator. Understanding these influences allows professionals to identify specific areas where modifications are needed to improve inclusion. By modifying the environment to reduce barriers and increase facilitators, we can ensure that every individual has a fair opportunity to participate fully and equally in society.

125. (D) Product of learning.
Adapting the product of learning involves providing students with multiple ways to demonstrate their understanding and mastery of a topic. When a teacher offers various options, such as written reports, oral presentations, or video projects, they are accommodating different strengths and learning styles. This approach ensures that students who may struggle with one format, such as writing, are not unfairly penalized and can still showcase their knowledge effectively. By offering choice in assessment, educators promote equity and engagement within the inclusive classroom. These modifications respect individual differences while still maintaining high educational standards. Product-oriented changes are essential for ensuring that every student has a fair opportunity to succeed.

126. (A) P-4, Q-1, R-2, S-3
Successful inclusion requires a collaborative effort from various role players, each with their own primary responsibilities. The school principal provides administrative leadership and fosters an inclusive culture, while resource teachers offer specialized academic and functional support. Classroom peers contribute by providing social support and modeling inclusive behavior for their classmates. Parents also play a vital role by advocating for their child and collaborating closely with the school team. By working together toward shared goals, these stakeholders create a comprehensive support system that benefits every student. This teamwork is essential for overcoming barriers and ensuring that the inclusive school environment is effective and welcoming for all.

127. (D) No school has the right to refuse admission to any child, including a child with disabilities.
The zero rejection policy, as promoted under initiatives like Sarva Shiksha Abhiyan, is a fundamental mandate that ensures universal

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158. (D) Cause: Malnutrition; Prevention: Ensuring proper nutrition for expectant mothers and infants.
Malnutrition is a significant cause of various disabilities and developmental challenges worldwide, particularly in underserved communities. Ensuring proper nutrition for expectant mothers and infants is a highly effective preventive strategy that supports healthy brain and body development. This involves improving access to essential vitamins, minerals, and a balanced diet through public health initiatives. By addressing these nutritional needs early, we can significantly minimize the occurrence of certain long-term impairments. Effective prevention also relies on universal immunization programs and quality maternal healthcare. These proactive health measures are essential for ensuring that every child has the best possible start in life. Investing in nutrition and healthcare is fundamental to reducing the prevalence of disabilities.

159. (C) To gather information to make informed instructional decisions and plan support.
The primary purpose of educational evaluation within an inclusive setting is to collect comprehensive data to inform instructional planning and support. This process aims to identify each student's unique strengths and the specific barriers they face in their learning journey. Rather than ranking or labeling students, effective evaluation helps educators develop individualized strategies that address diverse needs. The information gathered during this process ensures that the pedagogical methods and curriculum remain responsive and effective for everyone. By focusing on student-centered outcomes, evaluation promotes greater equity and fosters a more supportive learning environment. This systematic approach is fundamental to ensuring that every learner has the opportunity to achieve their full academic and social potential.

160. (B) Superior adaptive behavior skills.
Intellectual disability is formally identified based on significant limitations in cognitive functioning and adaptive behavior. These challenges typically manifest during the developmental period and affect how an individual learns and manages daily life tasks. In contrast to the core characteristics of the condition, individuals with intellectual disabilities generally experience deficits in practical, social, and conceptual skills rather than possessing superior adaptive behavior. These limitations require targeted instructional support and life skills training to foster independence. By understanding the true characteristics of the disability, educators can implement more effective pedagogical strategies. Providing a supportive and responsive learning environment is essential for helping these students succeed and participate meaningfully in their communities and classrooms.

161. (B) Assessing if the school is ready for the child.
The readiness of school model represents a fundamental shift in the philosophy of inclusion by focusing on the institution's capacity to welcome diverse learners. Instead of expecting the child to be ready for the school, this model assesses whether the school has the necessary infrastructure, trained staff, and flexible curriculum to support the student. This proactive approach identifies systemic barriers that must be removed to ensure full participation for every learner. By preparing the environment beforehand, schools can create more equitable and supportive learning atmospheres from the start. This move away from deficit-based models toward institutional responsibility is essential for achieving the goals of inclusion and ensuring that every child feels valued.

162. (D) Hearing impairments.
Using sign language interpreters is a critical instructional adaptation that ensures students with hearing impairments have equal access to communication and information. This modification allows these learners to engage with the teacher and their peers in their preferred language, fostering a more inclusive and meaningful learning experience. Beyond interpreters, other adaptations such as visual aids and captioned videos can further support these students. By removing communication barriers, schools can ensure that diverse learners can participate fully in all aspects of classroom life. Providing these necessary accommodations demonstrates a commitment to equity and respects the linguistic and cultural identity of

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This focus on systemic change is fundamental to the social model of disability and the goals of inclusion.

143. (A) P-3, Q-4, R-1, S-2
Inclusive education involves various components that work together to support diversity and address barriers to learning. Target groups include learners with disabilities and those from marginalized backgrounds who have historically been excluded from mainstream schooling. Assistive products like text-to-speech software provide physical or digital support for specific challenges, while adaptive processes like remedial teaching offer targeted pedagogical interventions. Educational barriers, such as an inflexible timetable, present systemic obstacles that can hinder participation if not addressed. Understanding each of these elements is essential for developing a comprehensive and effective inclusive system. By addressing both the needs of learners and the barriers in the environment, schools can create more equitable and supportive classrooms.

144. (D) The biopsychosocial model
The International Classification of Functioning, Disability and Health is built upon a biopsychosocial model that integrates the biological, individual, and social aspects of human experience. This framework moves beyond a purely medical perspective by recognizing that disability arises from a complex interaction between health conditions and specific environmental and personal contexts. It emphasizes functioning and participation rather than just deficits or limitations. By using a standard language to describe these interactions, the model allows professionals across different sectors to collaborate more effectively in providing support. This holistic approach ensures that interventions address the multiple factors that influence an individual's well-being and inclusion. The ICF model is fundamental to modern disability studies.

145. (B) Educational evaluation
Educational evaluation is a comprehensive process used to identify a child's unique strengths and specific support needs through various methods. This involves utilizing a range of tests, observations, and interviews to gather holistic information about the student's academic, social, and functional development. The data collected during this process is essential for making informed instructional decisions and creating individualized support plans. Rather than just focusing on deficits, effective evaluation highlights the learner's potential and the barriers they face. This systematic approach ensures that the educational program remains responsive to the student's changing needs over time. Quality evaluation is a fundamental prerequisite for successful inclusion and academic progress for every individual.

146. (A) Both A and R are true and R is the correct explanation of A.
An Individualized Education Plan is fundamentally a collaborative process that brings together multiple stakeholders to support a student's educational journey. The effectiveness of the plan depends on the joint efforts and shared goals of teachers, parents, specialists, and the student themselves when appropriate. Rather than just being a formal document, the IEP is a dynamic roadmap that requires regular monitoring and adjustments based on the learner's progress. This teamwork ensures that the support provided is consistent and holistic, addressing the student's needs across different environments. By prioritizing collaboration and communication, the IEP process facilitates a more inclusive and meaningful learning experience for diverse students.

147. (C) An academic concession.
Academic concessions are specific modifications made to the examination and assessment processes to ensure a level playing field for diverse learners. Providing extra time to complete an exam is a common example of such a concession, as it helps mitigate the impact of processing or physical challenges without lowering academic standards. These measures allow students to demonstrate their knowledge fairly and accurately, regardless of their specific needs. Such accommodations are essential components of an inclusive educational system that respects individual differences and promotes equity. By implementing appropriate concessions, schools can ensure that assessments are more representative of every student's true

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changes are essential for ensuring that academic evaluation is fair and meaningful.

168. (A) To provide targeted support to overcome specific learning gaps.
Remedial teaching is a specialized instructional practice designed to provide targeted support to students who are facing specific gaps in their foundational knowledge. This approach focuses on identifying and addressing the unique learning difficulties of individual students rather than re-teaching the entire syllabus to the whole class. By offering these interventions within an inclusive context, educators can help diverse learners catch up with their peers and succeed in the general curriculum. This support is often provided through small-group instruction or individualized activities tailored to the student's needs. By addressing these challenges proactively, schools can prevent long-term academic failure and ensure that every learner has the opportunity to achieve their best potential.

169. (C) Persons
The acronym UNCRPD stands for the United Nations Convention on the Rights of Persons with Disabilities, a landmark international treaty. This convention legally binds signatory nations to protect and uphold the fundamental human rights of all individuals living with disabilities. It emphasizes the principles of non-discrimination, accessibility, and full participation in all aspects of societal life. By shifting the focus toward a rights-based model, the convention ensures that persons with disabilities are recognized as subjects with inherent dignity and entitlements. This global framework has influenced national policies and laws worldwide, promoting more inclusive and equitable environments. Understanding the core principles of the UNCRPD is essential for advancing the goals of international social justice and human rights.

170. (A) Human resources.
Co-teaching is a collaborative instructional model that involves a general education teacher and a special education teacher working together in the same classroom. This approach is an example of effectively managing human resources to support diverse learners within a mainstream setting. By combining their specialized expertise, the teachers can provide a more comprehensive and flexible support system for all students. This teamwork allows for real-time pedagogical adaptations and individualized assistance without withdrawing students from their peers. Co-teaching fosters a sense of collective responsibility for student success and promotes professional growth for both educators. By strategically utilizing staff expertise, schools can create more equitable and responsive learning environments that benefit the entire school community.

171. (D) Policy implementation research.
Research that examines how various legal mandates, such as the PwD Act or the Right to Education Act, are being applied in real-world settings is classified as policy implementation research. These studies investigate the factors that either facilitate or hinder the translation of national goals into everyday school practices. By identifying the gap between policy rhetoric and ground reality, researchers provide valuable information for policymakers and educational administrators. This type of research helps identify the resources, training, and systemic changes needed to improve the effectiveness of inclusive education. Understanding the challenges of implementation is essential for making meaningful progress toward a more equitable and supportive learning environment for every student across the country.

172. (B) To ensure the best possible outcomes for the child.
The ultimate goal of a successful parent-professional partnership is to ensure the best possible social, emotional, and academic outcomes for the student. By working together, parents and educators can share their unique insights and expertise to develop more comprehensive and meaningful support plans. This collaboration ensures that the learner's needs are addressed consistently across different environments, leading to greater success and independence. The partnership fosters a sense of mutual respect and shared responsibility, which is essential for a successful inclusive experience. Ultimately, this teamwork aims to provide every learner with the best opportunity to achieve their full potential. This collaborative focus is fundamental to the long-term well-being and development of the child in an inclusive setting.

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Allowing a student with writing difficulties to use a word processor instead of writing by hand is a prime example of utilizing such technology. This tool removes the physical barrier to demonstrating knowledge and allows the learner to focus on the core academic content. By providing appropriate adaptive equipment, schools can foster greater autonomy and achievement for diverse students. These modifications respect individual differences and promote equity within the classroom. Ensuring access to technological support is a key component of a comprehensive and effective inclusive educational system for all.

213. (C) Attitudinal barriers.
Attitudinal barriers are often considered the most difficult obstacles to overcome in the path toward successful inclusive education. These challenges stem from deeply held beliefs, prejudices, and misconceptions about disability that can lead to stigma and social exclusion. Negative attitudes among teachers, peers, and the community can result in lowered expectations for diverse learners and hinder their participation in all aspects of life. Unlike physical barriers that can be removed through structural changes, changing attitudes requires ongoing sensitization and positive social contact. By fostering empathy and understanding, schools can create a more welcoming and supportive culture that values diversity as a strength. Overcoming attitudinal hurdles is fundamental to achieving true social justice and equity for every student.

214. (D) Uphold the dignity and rights of every individual learner.
A fundamental ethical imperative in inclusive education is to uphold the inherent dignity and fundamental rights of every individual learner in the classroom. This commitment involves recognizing and valuing human diversity as a resource and ensuring that every student is treated with respect and fairness. Schools have a responsibility to provide an equitable learning environment that supports each student's unique needs and promotes their holistic development. This ethical stance requires proactively removing barriers to participation and social integration. By fostering a culture of acceptance and belonging, educators can prepare all students for a diverse society. Protecting the rights and potential of every child is essential for achieving the broad goals of social justice and meaningful inclusion for all.

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215. (A) Society's disabling barriers and negative attitudes.
The social model of disability represents a fundamental shift in perspective by locating the problem of disability within society rather than within the individual's body. According to this model, disability arises from the interaction between impairments and the various disabling barriers, such as inaccessible infrastructure and negative social attitudes. This perspective emphasizes that the environment must be restructured to accommodate human diversity effectively. By removing these external obstacles, we can ensure that every individual has a fair opportunity to participate fully and equally in community life. This model is a central foundation for inclusive education, as it prioritizes systemic change over trying to fix the individual. Upholding the rights of every person requires a commitment to accessibility.

216. (B) Inclusive Education for the Disabled at Secondary Stage (IEDSS).
The Sarva Shiksha Abhiyan promoted inclusive education through several key initiatives, including the Inclusive Education for the Disabled at Secondary Stage component. This program focused on ensuring that children with special needs have access to quality secondary education within regular schools. By providing resource support, specialized teacher training, and assistive devices, the initiative aimed to remove barriers to participation for older students. This focus on the secondary level complemented other primary-level efforts toward universal elementary education. By expanding inclusive practices beyond the early years, the government sought to support the continued development and academic success of diverse learners. These efforts are essential for fostering a more equitable and supportive educational journey for every individual across the country.

217. (B) Tool
An evaluation tool is a specific instrument used to collect objective data about a student's performance or developmental progress. A checklist used by a teacher to track the

178. (A) Understanding the diverse profiles of the learners in the classroom.
Planning for an inclusive classroom must fundamentally begin with a deep understanding of the diverse profiles and specific needs of the students. This process involves gathering information about each learner's strengths, backgrounds, and the barriers they face to ensure that the educational environment is appropriately adapted. By knowing their students well, educators can implement more effective pedagogical strategies and plan for necessary accommodations from the start. This student-centered approach is essential for creating a welcoming and equitable learning atmosphere where every individual can succeed. Proactive planning based on diversity reduces the need for reactive adjustments later and ensures that all learners feel supported. Understanding individual differences is a prerequisite for successful inclusion and academic excellence.

179. (C) A screen reader.
A screen reader is a powerful assistive technology software program that converts on-screen text into synthesized speech or Braille output. This tool is essential for students with visual impairments, as it allows them to navigate digital environments and access written information independently. By removing barriers to digital literacy, screen readers facilitate participation in a wide range of educational activities and social interactions. This technology empowers learners to use computers and mobile devices just like their peers, fostering greater autonomy and achievement. Ensuring access to appropriate assistive tools is a key component of creating an inclusive and equitable learning environment for every individual. Advancements in software continue to provide new opportunities for diverse learners to succeed.

180. (D) Public campaigns that portray persons with disabilities in a positive and empowering light.
Social facilitators for inclusive education include any initiatives or attitudes that promote the social acceptance and empowerment of persons with disabilities. Public campaigns that portray individuals in a positive light help challenge existing stereotypes and reduce the stigma often associated with disability. By highlighting the strengths and achievements of diverse people, these campaigns foster a more respectful and welcoming worldview within the community. Positive media representation also encourages more inclusive interactions and can influence the quality of opportunities available. By building a more accepting society, we can ensure that every person is treated with dignity and has equal access to participate in all aspects of life. Fostering positive social attitudes is essential for long-term inclusion.

181. (C) Culturally biased against a student's background.
An ethical issue arises in the assessment process when the tools used for identification are culturally biased against a student's background. Such bias can lead to inaccurate results and the misidentification of diverse learners, potentially resulting in inappropriate placements or support. Effective assessment should be representative of the student's cultural and linguistic context to ensure fairness and accuracy. Educators and psychologists must use tools and methods that are sensitive to diversity and avoid reinforcing stereotypes. Upholding ethical standards in assessment is essential for protecting the rights of every student and ensuring they receive the quality education they deserve. Providing unbiased evaluation is a fundamental responsibility for ensuring equity and meaningful participation within the inclusive school community.

182. (B) From Special to Integrated to Inclusive Education.
The historical development of educational philosophies for children with disabilities shows a clear movement toward greater inclusion and equity. Initially, learners were often placed in special schools that operated separately from mainstream environments. Over time, the integrated model attempted to bring these students into regular schools, though the system itself remained largely unchanged. The most modern and progressive approach is inclusive education, which necessitates a comprehensive transformation of school policies and practices to support every learner effectively. This evolution reflects an increasing recognition of education as a fundamental human right for everyone. Each stage in this progression represents a

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move toward creating a more welcoming and supportive educational environment for all students in society.

183. (D) Provide a framework for comprehensive action to empower persons with disabilities.
The National Policy for Persons with Disabilities 2006 serves as a comprehensive framework for empowering individuals by addressing the multiple dimensions of their lives. It moves beyond a purely medical perspective to include focus on social, economic, and educational rights. The policy emphasizes the importance of early detection, rehabilitation, and the creation of barrier-free environments to ensure full accessibility. Additionally, it advocates for the protection of human rights and the promotion of non-discrimination in all sectors of society. By providing clear guidelines for government action, the policy helps coordinate efforts to create a more inclusive and supportive environment. This visionary document is essential for fostering independence and ensuring the full participation of every citizen.

184. (A) Environmental barriers.
In the framework of the International Classification of Functioning, Disability and Health, environmental factors include the physical, social, and attitudinal surroundings of an individual. A lack of supportive family or negative community attitudes are classified as environmental barriers because they are external factors that can hinder a person's functioning and participation. These obstacles can limit the quality of opportunities and support available to diverse learners. Understanding these external influences is essential for identifying where modifications are needed to improve inclusion. By addressing both physical and social environments, we can reduce barriers and foster a more welcoming and supportive society. Removing these external obstacles is fundamental to the goals of inclusion and upholding individual human rights and dignity.

185. (C) Attitude, infrastructure, and pedagogical practices.
A school's readiness for inclusion is determined by its overall capacity to welcome and support every learner effectively. This involves more than just physical modifications; it also requires positive attitudes and beliefs among all staff members toward diversity. Additionally, the infrastructure must be barrier-free, and the pedagogical practices must be flexible enough to accommodate various learning styles and abilities. When these elements are in place, the school creates an environment where every child feels valued and has the opportunity to achieve their full potential. This holistic preparation is essential for moving beyond token inclusion toward a truly equitable and supportive learning community. Ensuring school readiness is a fundamental responsibility for achieving the goals of inclusion and academic excellence.

186. (B) Using hands-on activities instead of a lecture.
Adapting the learning process involves modifying the ways in which students engage with and process information during instruction. Using hands-on activities instead of a traditional lecture is a prime example of such an adaptation, as it allows students to learn through active participation and tactile experiences. This approach respects individual learning styles and is particularly effective for students who may struggle with auditory processing. By providing multiple pathways for engagement, educators can ensure that their lessons are accessible and meaningful for every learner in the diverse classroom. Such process-oriented changes promote greater equity and engagement, helping all students achieve their best. Implementing flexible pedagogical strategies is fundamental to the success of an inclusive education environment.

187. (D) Social and attitudinal barriers.
Peers play a vital role in breaking down social and attitudinal barriers in an inclusive classroom by fostering a culture of acceptance and mutual respect. When students interact positively with their diverse classmates, they challenge existing stereotypes and reduce the stigma often associated with disabilities. These interactions help create a sense of belonging for every learner and promote social integration within the school community. Peer support also encourages more collaborative learning experiences that benefit all participants. By modeling inclusive behavior, students can influence the overall school ethos toward a more welcoming and supportive environment.

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Fostering positive peer relationships is essential for overcoming prejudice and ensuring that every individual is treated with dignity and respected by their community.

188. (A) Identifying contextually relevant and low-cost inclusive practices.
Current research trends in inclusive education in India often focus on finding contextually relevant and low-cost solutions for supporting diversity in schools. These studies explore how local resources and innovative pedagogical strategies can be used to overcome various barriers without requiring massive financial investments. By identifying sustainable and practical approaches, researchers help provide models that can be adapted by schools across the country. This focus on practical application helps bridge the gap between national policy and the ground reality of diverse classrooms. Advancing inclusion requires a deep understanding of the unique challenges and opportunities present in different regions. Context-specific research is essential for building a more evidence-based and equitable educational system for every student in India.

189. (C) The significant gap between policy and practice.
A major challenge to the successful implementation of inclusive education in India is the significant gap that often exists between national policy rhetoric and ground reality in schools. While there are robust legal frameworks and policies that mandate inclusion, many educational institutions still lack the necessary resources, trained staff, and accessible infrastructure to support diverse learners effectively. This disconnect can lead to situations where students are admitted to schools but do not receive the meaningful support they need to succeed. Addressing this implementation gap requires a concerted effort to provide professional development, improve funding, and foster positive attitudes among all stakeholders. Ensuring that policy goals become a reality in every classroom is essential for achieving true equity.

190. (D) The right to an inclusive education system at all levels.
The United Nations Convention on the Rights of Persons with Disabilities strongly champions the right to an inclusive education system for all individuals at every level. This international treaty legally binds signatory nations to ensure that learners with disabilities have equal access to quality instruction alongside their non-disabled peers. This commitment necessitates the removal of systemic barriers and the implementation of necessary adaptations within the mainstream environment. By prioritizing inclusion, the convention promotes social equity and prepares every student for a diverse society. This rights-based approach recognizes that education is fundamental to human dignity and empowerment. Protecting these rights is essential for fostering a more just and supportive global community where every individual has a fair opportunity to succeed.

191. (C) Dependent on the interaction with the environment and societal barriers.
In the field of disability studies, a handicap is understood as a social or environmental disadvantage that is not inherent to the individual. It arises from the interaction between a person's condition and the barriers within their specific environment. For example, a person with a mobility impairment only experiences a handicap if a building lacks necessary modifications like ramps. In contrast, a disability refers to the functional limitation in performing tasks that results directly from an impairment. Reducing handicaps requires making systemic changes to foster a more accessible and inclusive society. This focus on removing external obstacles is fundamental to the social model of disability and ensures that every individual has equal opportunities for participation.

192. (D) An Individualized Education Plan (IEP).
An Individualized Education Plan is a specific tool designed to plan and monitor the education of an individual student with disabilities. This formal document brings together teachers, parents, and specialists to develop a customized roadmap that addresses the learner's unique strengths and needs. The IEP includes an assessment of current performance, measurable goals, and a description of the specific services and accommodations to be provided. This collaborative process ensures that the educational program remains responsive to the student's progress and changing requirements

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173. (C) A cultural/attitudinal barrier.
Cultural and attitudinal barriers stem from deeply held beliefs and societal myths that can lead to the marginalization of individuals with disabilities. For instance, the belief that disability is a divine punishment or a result of personal karma can lead to significant stigma and social exclusion. These negative perceptions can impact how diverse learners are treated within their families and communities, as well as the quality of opportunities available to them. Overcoming these barriers requires ongoing public awareness and programs that challenge existing stereotypes and promote a more respectful and inclusive worldview. By fostering empathy and understanding, we can create a society that truly values diversity and upholds the dignity of every individual person.

174. (D) It values diversity and individual differences.
The philosophy of inclusive education is fundamentally built on the recognition and appreciation of diversity as a strength within the school community. Instead of seeking homogeneity, this approach values individual differences and ensures that the educational system is adapted to support every learner. Inclusion promotes social equity and prepares all students for a diverse society by fostering mutual respect and collaboration. This philosophy moves beyond physical placement by requiring meaningful structural and pedagogical modifications to meet diverse needs. By creating an environment where everyone feels valued and supported, schools can enhance the overall learning experience for every student. This commitment to valuing diversity is essential for achieving the goals of inclusion and academic excellence.

175. (A) Heterogeneous, with a wide variety of abilities, backgrounds, and needs.
Diverse learners represent a heterogeneous group of students who bring a wide range of abilities, backgrounds, and specific needs to the classroom. This inclusive category encompasses individuals with various physical or intellectual challenges, as well as those from different socio-economic, cultural, and linguistic backgrounds. Understanding this diversity is essential for implementing responsive pedagogical strategies that support every student effectively. By acknowledging and valuing individual differences, educators can create more engaging and equitable learning environments. This broad perspective moves beyond a narrow focus on disability to include all students who may face barriers to participation. Recognizing the heterogeneity of the learner population is fundamental to the goals of inclusion and social justice in education.

176. (B) To ensure equal opportunities, protect rights, and promote full participation.
The core principle of the Persons with Disabilities Act 1995 is to establish a legal framework that ensures equal opportunities and the protection of rights for all individuals with disabilities. The Act emphasizes the importance of full participation in societal life and mandates the removal of barriers that prevent accessibility in education, employment, and public spaces. By moving away from a charity-based perspective, this landmark legislation recognizes individuals as subjects with inherent rights and dignity. This Act has been fundamental in guiding national policies toward a more inclusive and equitable society. Protecting the rights of every citizen and ensuring they have a fair opportunity to succeed is an essential responsibility of the state and community.

177. (B) A combination of two or more disabilities that causes severe educational needs.
Multiple disabilities refer to a condition where an individual experiences the simultaneous presence of two or more challenges that significantly impact their learning and development. This combination often results in complex educational needs that cannot be addressed by focusing on a single disability alone. For example, a student might have both a hearing impairment and an intellectual disability, necessitating highly specialized and integrated support strategies. Effective instruction for these individuals requires a holistic approach that considers how the different conditions interact and affect overall participation and functioning. By providing comprehensive and individualized support, schools can help these diverse learners achieve their potential and participate meaningfully in all aspects of life and school.

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positive mindset is essential for overcoming attitudinal barriers and fostering a supportive learning environment. By creating an atmosphere where every child feels valued, schools can enhance the overall educational experience for the entire community. A strong commitment to equity is the most critical starting point for successful inclusion and academic excellence in any diverse classroom setting.

198. (B) Mutual trust and collaborative communication.
The most critical element for a successful parent-professional partnership is the establishment of mutual trust and open, collaborative communication. When parents and educators work together with a sense of shared responsibility, they can share valuable insights that lead to better support plans for the student. This relationship fosters a supportive network that ensures the child's needs are addressed consistently across both home and school environments. Teamwork allows for more responsive pedagogical strategies and helps resolve challenges as they arise. By valuing each other's expertise, parents and professionals can create a more effective and meaningful learning experience. Fostering these strong connections is essential for the holistic development and academic success of every individual learner in society.

199. (D) Allowing students to experience challenges and potential failure as part of learning and growing.
The ethical principle of dignity of risk emphasizes that protecting diverse learners should not involve preventing them from experiencing life's natural challenges. Allowing students to take risks and potentially face failure is a fundamental part of learning, growing, and building resilience. Overprotection can hinder the development of independence and self-advocacy skills, which are essential for adulthood. In an inclusive classroom, educators must balance the need for support with providing opportunities for authentic experiences. By respecting the individual's right to experience the same challenges as their peers, schools promote greater autonomy and a sense of empowerment. Navigating this ethical dilemma requires a sensitive approach that prioritizes long-term growth and the dignity of every student.

200. (B) A study on the outcomes of inclusive education.
Research that compares the social or academic skills of students in different educational settings focuses on evaluating the outcomes of various models of inclusion. By analyzing data from inclusive versus special schools, researchers can gain valuable insights into how these environments impact student development and well-being. This type of research helps identify the factors that contribute to successful social integration and academic achievement for diverse learners. These findings provide important information for policymakers and educators who are working to improve the quality of instruction and support. Outcome-based studies are essential for building an evidence-based approach to inclusive education and ensuring that all students have equal opportunities to achieve their best potential in life.

201. (B) Impairment
An impairment refers to a specific physiological or psychological loss or abnormality of a body part or function. This term describes the medical or structural aspect of a person's condition, such as a physical injury or a sensory loss. Impairments can lead to disabilities, which are the functional limitations in performing tasks that result from these conditions. Understanding this concept is essential for developing effective medical and pedagogical interventions that address both the structural issue and its impact on daily life. By distinguishing between these terms, professionals can plan more targeted support for diverse learners. Addressing impairments is a fundamental part of a comprehensive approach to health and inclusion, ensuring that every individual receives appropriate care.

202. (A) Provide a detailed implementation plan for the NPE 1986.
The Programme of Action 1992 was developed as a critical follow-up to the National Policy of Education 1986, with the aim of operationalizing its broad goals. While the 1986 policy provided the visionary direction for the country's education system, the 1992 document offered specific strategies and concrete actions for

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implementation. This included detailed plans for expanding access and improving the quality of instruction for learners with special needs across all levels of schooling. By providing a clear roadmap for various government departments and educational institutions, the Programme of Action helped translate national policy into meaningful practice. This systematic approach was essential for driving progress toward universal elementary education and fostering a more inclusive and equitable school system.

203. (C) A hearing aid
An aid is a type of assistive technology product designed to help an individual with a disability perform a specific task more effectively. A hearing aid is a classic example of such a device, as it enhances the person's ability to perceive sound and communicate with others. These physical tools are essential for removing barriers to participation in school and community life. By ensuring access to appropriate assistive devices, educational institutions can support the functional needs of diverse learners and facilitate their engagement with the general curriculum. These tangible products are a key component of a comprehensive support system that promotes autonomy and academic achievement. Advancements in technology continue to provide new and effective tools for support.

204. (D) Curricular adaptation
Curricular adaptation involves modifying the content, teaching methods, or learning outcomes of the curriculum to ensure it is accessible to all students. This process is essential for meeting the diverse needs of learners who may struggle with a traditional, one-size-fits-all approach. By providing multiple pathways for success and allowing for pedagogical flexibility, educators can ensure that every student can participate meaningfully in the learning process. Adaptations respect individual learning styles and backgrounds, fostering a more equitable and supportive classroom environment. Implementing these proactive changes reduces barriers to participation and promotes academic achievement for everyone. Flexible curricular strategies are fundamental to the goals of inclusive education and ensuring that every student has a fair opportunity to succeed.

205. (C) A school principal who actively champions and supports inclusion.
Strong leadership from the school principal is one of the most significant facilitators for the successful implementation of inclusive education at the institutional level. When a principal actively champions the cause of inclusion, they help establish a positive school culture that values diversity and collaboration among staff. This leadership involves supporting professional development, ensuring the availability of resources, and fostering strong partnerships with parents. A committed leader can help overcome attitudinal and structural barriers by setting clear expectations and modeling inclusive behavior for the entire community. Their influence is critical for creating an environment where every student is welcomed and has the opportunity to achieve their best. Leadership is fundamental to driving meaningful systemic change.

206. (B) Policy rhetoric and ground reality.
The current status of inclusive education in many regions reflects a significant disconnect between official policy rhetoric and the actual ground reality in schools. While national laws and policies strongly advocate for inclusion and the rights of diverse learners, the practical implementation often faces substantial challenges. These include a lack of trained staff, inaccessible infrastructure, and limited availability of specialized resources in many mainstream settings. This gap can lead to situations where students are physically present in the classroom but do not receive the meaningful support they need to succeed. Addressing this implementation challenge requires a concerted effort to provide professional development, improve funding, and foster positive social attitudes among all stakeholders in society.

207. (D) Elite athletes training for the Olympics
Target groups for inclusive education primarily include those learners who have historically faced barriers to accessing quality instruction in mainstream settings. This encompasses individuals with physical or intellectual disabilities, as well as those from marginalized socio-economic, cultural, and linguistic backgrounds. The goal of inclusion is to ensure that these diverse students are supported and

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valued within the general educational system. In contrast, elite athletes training for the Olympics represent a highly specialized group with specific performance goals that are distinct from the broad objectives of inclusive education for all. While they may receive support, they are not a primary focus of inclusive pedagogical frameworks. Inclusion aims to promote equity and participation for every individual in a common setting.

208. (A) Regulate and maintain standards for rehabilitation professionals.
The primary role of the Rehabilitation Council of India is to regulate and monitor the training of professionals in the field of rehabilitation and special education. Established under the RCI Act 1992, the Council ensures that personnel working with individuals with disabilities meet high professional standards and maintain ethical practices. It maintains a central register of qualified professionals, which is essential for ensuring the quality and safety of services provided across the country. This regulatory function helps maintain the integrity of the profession and promotes more effective support for diverse learners. By establishing clear guidelines for professional development, the Council plays a vital role in advancing the goals of inclusion and upholding the human rights of all individuals.

209. (C) Personal and environmental factors.
The International Classification of Functioning, Disability and Health conceptualizes disability as an outcome of the dynamic interaction between an individual's health condition and their specific context. This context includes both personal factors, such as age and personality, and environmental factors, such as infrastructure and social attitudes. By addressing the barriers and facilitators within the environment, professionals can identify specific areas where modifications are needed to improve participation. This biopsychosocial approach ensures that support is tailored to the individual's whole life situation rather than just their medical diagnosis. The ICF model provides a common language for describing human functioning across different sectors. Understanding these complex interactions is essential for promoting equity and meaningful inclusion for every individual.

210. (A) Providing appropriate support and planning instruction.
Accurately identifying the specific needs and strengths of diverse learners is a fundamental prerequisite for successful inclusion in any classroom. This process allows educators to understand each student's unique profile and implement appropriate pedagogical strategies and accommodations from the start. Without this information, it is difficult to plan for necessary resources or make meaningful curricular adaptations that address individual barriers to learning. Early identification ensures that the school system remains responsive and effective for everyone, promoting academic achievement and a sense of belonging. This student-centered approach is essential for fostering equity and social justice. Providing targeted and meaningful support based on individual needs is fundamental to the goals of inclusive education and academic success.

211. (D) The classroom teacher, in collaboration with support staff.
In an inclusive classroom, the primary responsibility for the education of all students, including those with special needs, lies with the general education teacher. However, this role is most effective when carried out in close collaboration with support staff, such as special educators and resource teachers. By working together, these professionals can share their expertise to develop more effective pedagogical strategies and implement necessary accommodations within the mainstream setting. This collaborative model ensures that diverse learners receive the targeted support they need while remaining integrated with their peers. Fostering a team-based approach promotes shared responsibility and professional growth for all educators. This collective effort is essential for creating a truly supportive and inclusive environment where every student succeeds.

212. (B) Adaptive technology.
Adaptive technology refers to the use of devices or software programs that are modified to meet the unique needs of individuals with disabilities, enabling them to perform tasks independently.

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over time. By prioritizing individualized support, the IEP facilitates a more inclusive and effective learning experience. This systematic approach is fundamental to ensuring that every student receives the quality instruction they deserve to succeed.

193. (B) Establishing clear routines and using Universal Design for Learning (UDL) principles.
Proactive classroom management involves establishing clear routines and using Universal Design for Learning principles to support all students from the start. By designing lessons with multiple means of representation and expression, educators can reduce the need for reactive adjustments and individual adaptations later. Clear routines provide structure and predictability, which can be particularly beneficial for students with diverse learning needs. This inclusive approach values diversity as a resource and aims to make the learning environment accessible to the widest possible range of learners. By being proactive, educators can create a more supportive and equitable classroom where every student feels valued and has the opportunity to achieve their best potential. Effective management is essential for successful inclusion.

194. (A) Providing a scholarship to cover tuition fees.
Financial facilities for diverse learners are specific economic measures designed to reduce the burden on families and ensure equitable access to education. Providing scholarships to cover tuition fees is a prime example of such a facility, as it helps students from low socio-economic backgrounds access quality instruction. Other measures include travel allowances for commuting to school and subsidies for purchasing essential assistive devices. These facilities are essential for promoting social equity and ensuring that every student has the opportunity to learn regardless of their financial status. By removing economic barriers, schools and governments can support the full participation and achievement of all learners. These concessions are fundamental components of a comprehensive inclusive educational system.

195. (C) Attitudinal and systemic barriers to admission.
The zero rejection policy is a powerful statement against the attitudinal and systemic barriers that have historically excluded many students from mainstream schooling. This mandate ensures that no child is denied admission to any school based on their disability, background, or specific learning needs. By ensuring universal access, the policy lays the foundation for building more inclusive and equitable school communities across the country. However, physical admission must be accompanied by the necessary support and adaptations to ensure that every student can participate meaningfully and succeed in their learning journey. Overcoming these fundamental barriers to entry is essential for achieving the broad goals of social justice and education for all individuals in society.

196. (D) It provides a holistic, biopsychosocial framework considering health and context.
The International Classification of Functioning, Disability and Health is considered an improvement over previous models because it provides a holistic, biopsychosocial framework. This model recognizes that functioning and disability are determined by a complex interaction between health conditions and specific environmental and personal contexts. Instead of focusing solely on medical deficits, it emphasizes the importance of participation and the role of the environment in facilitating or hindering it. This standard language allows professionals across various sectors to collaborate more effectively in providing support. By considering the whole person in their specific environment, the ICF model promotes a more comprehensive and inclusive understanding of human health. This approach is fundamental to modern disability studies and inclusion.

197. (C) To formulate a classroom philosophy that values diversity.
Planning for an inclusive classroom must begin with the formulation of a clear philosophy that values and embraces human diversity. This foundational step establishes a culture of respect and belonging for all students, regardless of their backgrounds or abilities. When educators prioritize inclusion in their worldview, it informs all subsequent decisions regarding infrastructure, curriculum, and pedagogical practices. This

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acquisition of daily living skills is a practical example of such a tool. It provides a structured format for recording observations, allowing for consistent and systematic monitoring of a learner's growth over time. Unlike broad methods or techniques, a tool is the tangible device or form used in the evaluation process. These instruments are essential for gathering accurate information, which then informs the development of individualized support plans and necessary pedagogical adaptations. Utilizing quality tools ensures that the assessment process is both effective and meaningful for every learner.

218. (A) The general teacher, special teacher, parents, and even students (peers).
Effectively managing human resources in an inclusive school involves leveraging the unique strengths and expertise of every member of the educational community. This includes the pedagogical skills of general and special education teachers, the in-depth knowledge of parents, and the social support provided by peers. By fostering a collaborative and team-based approach, the school can provide a more comprehensive and flexible support system for every learner. This teamwork ensures that the diverse needs of students are addressed holistically across different environments. Recognizing that everyone can contribute to the success of inclusion is fundamental to building a truly supportive and welcoming school community. Prioritizing collaboration ensures that the entire community is prepared to support every student.

219. (C) Curricular adaptation.
Providing audio descriptions for visual content is a significant form of curricular adaptation that ensures information is accessible to students with visual impairments. This modification allows these learners to engage with the same subject matter as their peers by using an alternative sensory modality. By adjusting the way information is presented, educators can remove barriers to participation and ensure that every student can master the core concepts of the lesson. Such proactive changes respect individual differences and promote greater equity within the inclusive classroom. These modifications are essential for ensuring that academic evaluation and instruction are fair and meaningful for everyone. Implementing flexible pedagogical strategies is fundamental to the goals of inclusion and academic success for all.

220. (D) Plan
The acronym IEP stands for the Individualized Education Plan, which is a formal document designed to guide the education of a student with special needs. This systematic roadmap is developed through a collaborative process involving teachers, parents, and specialists who work together to address the unique strengths and requirements of the learner. The plan includes an assessment of current performance, measurable annual goals, and a description of the specific services and accommodations to be provided. Regular monitoring and review of the IEP ensure that the educational program remains responsive to the student's progress and changing needs. By prioritizing individualized support, the IEP process facilitates a more inclusive and effective learning experience for every diverse student in society.

221. (C) Strong and clear legislative support like the RPwD Act, 2016.
Strong and clear legislative support at the national level acts as a powerful facilitator for the successful implementation of inclusive education across the country. Acts such as the Rights of Persons with Disabilities Act 2016 provide a robust legal framework that mandates non-discrimination and ensures equal access to quality schooling. These legal mandates provide the necessary authority and funding for educational institutions to make structural and pedagogical modifications. Furthermore, clear legislation raises public awareness and upholds the rights of every individual citizen. By aligning national laws with international human rights standards, countries can drive meaningful progress toward a more inclusive and equitable society. Protecting the rights of every learner is a fundamental responsibility of the state.

222. (B) A teacher or a group of teachers in their own school.
Action research is a collaborative and reflective process typically conducted by teachers or groups of practitioners within their own school environments. This approach allows educators

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This approach shifts the focus from individual deficits to systemic barriers, requiring schools to proactively modify policies and practices. It ensures that environments are designed to meet the diverse needs of all students, promoting equity through organizational and instructional evolution.

253. (C) Social isolation and stigmatization
Traditional segregated models often isolate learners from their peers, which significantly impacts their social development. By providing instruction in separate environments, these systems inadvertently create a sense of exclusion and inferiority. This separation frequently results in students facing social distance from their community, leading to long-term stigmatization and limited opportunities for meaningful interpersonal engagement and peer relationships.

254. (D) A resource for learning
Inclusive frameworks view human variety as a beneficial element that enriches the educational environment for everyone involved. Instead of treating differences as problems that require management or segregation, this philosophy utilizes diversity to enhance collaborative learning experiences. This perspective fosters a more comprehensive understanding of societal variety, where unique individual characteristics are valued as essential instructional tools.

255. (C) All marginalized groups
Modern inclusive educational philosophies are comprehensive and extend support to all children who face exclusion from the mainstream system. This includes students disadvantaged by socio-cultural factors, economic status, or other systemic prejudices, not just those with identified disabilities. The goal is to create an equitable learning environment that welcomes every student regardless of their background or personal characteristics.

256. (B) Persons with Disabilities Act (1995)
This 1995 legislation was a pivotal development in Indian law, establishing clear educational rights for individuals with various impairments. It mandated that the state provide free and appropriate educational environments until adulthood is reached. By making this a statutory requirement, the government ensured that students with disabilities have a legal claim to receive support within the national educational framework.

257. (D) To detail the implementation strategies for the policy
Following the national policy established in 1986, this specific document provided the practical roadmap needed for effective implementation. It concentrated on developing concrete strategies, such as enhancing teacher training programs and establishing necessary resource support systems. Its primary objective was to translate broad policy goals into actionable steps that schools could realistically follow to improve learner outcomes.

258. (A) The implementation of flexible curriculum adaptations
This framework emphasizes that a rigid, one-size-fits-all approach to teaching hinders the progress of diverse learners. It advocates for modifying teaching methods and materials to suit different learning styles and requirements. By implementing flexible strategies, schools can ensure that the curriculum remains accessible to everyone, allowing students with varying abilities to participate meaningfully in the standard classroom.

259. (C) Regulating and monitoring the training of professionals
This regulatory body is specifically tasked with maintaining high standards for the professionals working within the rehabilitation sector. It oversees the certification and training of special educators and other support personnel to ensure they are adequately prepared to assist diverse learners. By monitoring these qualifications, the organization guarantees a consistent supply of skilled human resources for the field.

260. (A) An integrated model within mainstream schools
The 1986 policy initially advocated for placing children with minor impairments within the standard classroom setting alongside their peers. This approach aimed to move away from total segregation by allowing these students to participate in regular school activities. The model focused on enabling these learners to succeed in mainstream environments through specific

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a customized support plan for the student. This meeting ensures that multiple perspectives and unique insights are shared to address the learner's specific strengths and requirements effectively. By working together, the team can establish measurable goals and identify the appropriate services and accommodations needed for success. This teamwork fosters a sense of mutual respect and shared responsibility for the student's development. The resulting plan serves as a roadmap for meaningful participation and social integration within the inclusive school community. Collaborative decision-making is essential for ensuring that the educational program remains responsive to the child's holistic and changing needs.

228. (A) Academic and social support.
In an inclusive classroom, the peer group acts as a powerful human resource that provides essential academic and social support to all students. Through cooperative learning and peer tutoring programs, classmates can help one another understand complex concepts and develop important social skills such as empathy and collaboration. Positive interactions with diverse peers help reduce the stigma associated with disability and foster a sense of belonging for every learner. By modeling appropriate behaviors, students can influence the overall school culture toward a more welcoming and inclusive ethos. This social support is critical for the holistic development and academic achievement of diverse learners. Fostering a supportive peer network is fundamental for ensuring that every student feels respected and valued.

229. (B) A teacher's belief that all students can learn and belong in their classroom.
A teacher's belief that all students can learn and deserve a place in the classroom is a primary attitudinal facilitator for successful inclusive education. This positive mindset fosters a welcoming and supportive environment where diversity is valued as a resource rather than viewed as a problem. When educators hold high expectations for every learner, it encourages students to achieve their best and promotes social integration within the school community. Such a supportive attitude influences all pedagogical decisions and helps overcome various systemic barriers to participation. By modeling respect and empathy, teachers can shape the overall school culture toward greater equity and inclusion. Fostering a positive mindset among all stakeholders is essential for building a truly equitable and supportive learning atmosphere.

230. (D) Meaningful and not just a physical placement.
A significant ethical imperative in inclusive education is ensuring that the experience is truly meaningful for every student rather than just a physical presence in the classroom. True inclusion requires that the educational environment and curriculum are appropriately adapted to meet the unique needs of diverse learners. Simply admitting a student without the necessary support or modifications can lead to a lack of meaningful learning and social isolation. Ethical inclusion necessitates a commitment to personalized instruction and the removal of all barriers that hinder participation. By providing the right support and resources, schools can ensure that every child has a fair opportunity to succeed and achieve their full potential. Meaningful inclusion respects the rights and dignity of every individual learner.

231. (C) The human rights model.
The United Nations Convention on the Rights of Persons with Disabilities is fundamentally built upon the human rights model of disability. This perspective recognizes individuals as subjects with inherent dignity and fundamental entitlements rather than as objects of charity or medical treatment. It emphasizes that disability arises from the interaction between impairments and societal barriers that prevent full and equal participation. Signatory nations are legally bound to protect and uphold these rights by ensuring accessibility, non-discrimination, and social inclusion in all sectors. This global framework has influenced national laws and policies worldwide, promoting a more just and equitable society. Shifting the focus toward a rights-based model ensures that individuals are empowered to lead independent and meaningful lives.

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232. (A) It results in a functional limitation in performing an activity.
An impairment becomes a disability when it results in a functional limitation that hinders an individual's ability to perform specific tasks or

242. (A) Body functions, activities, and participation.
In the framework of the International Classification of Functioning, Disability and Health, the term functioning serves as an umbrella term for body functions, activities, and participation. This comprehensive perspective recognizes that a person's ability to engage in life situations is influenced by a dynamic interaction between their health condition and specific environmental and personal contexts. The model emphasizes what an individual can do and their level of engagement in society rather than just focusing on medical deficits. By using a standard language to describe these interactions, the ICF provides a holistic and inclusive understanding of human health. This biopsychosocial approach ensures that support is tailored to the individual's whole life situation, promoting a more respectful and equitable understanding of well-being for everyone.

243. (C) Access and adaptive equipment.
The primary educational need of a learner with a physical disability often revolves around accessibility within the school environment and the use of adaptive equipment to perform tasks. This involves ensuring that the physical infrastructure is barrier-free and that the student has access to necessary tools, such as specialized seating or assistive technology for writing. While their cognitive abilities are typically unaffected, the physical obstacles they face can significantly hinder participation if not addressed through specific modifications. By providing a supportive and accessible environment, schools can ensure that these diverse students can engage fully with the general curriculum alongside their peers. Fostering independence and mobility is fundamental to supporting the holistic development and academic success of every student with a physical disability.

244. (D) Teaching-learning materials.
A key component of planning an inclusive classroom is ensuring the availability of a wide range of diverse teaching-learning materials that accommodate different learning styles and abilities. This involves providing information in multiple formats, such as visual aids, tactile materials, and digital resources, to ensure it is accessible to every student. By using varied resources, educators can foster greater engagement and facilitate more effective instruction for all learners. Proactively planning for these materials reduces the need for reactive adjustments later and ensures that the educational environment remains responsive to individual needs. This student-centered approach is essential for fostering equity and academic excellence. Providing a rich and diverse set of learning resources is fundamental for building a truly inclusive and supportive learning atmosphere.

245. (C) Promotes positive interdependence and peer support.
Cooperative learning is a highly effective instructional practice in inclusive classrooms because it promotes positive interdependence and peer support among all students. By working together toward shared goals, learners develop important social skills and have opportunities to assist one another in understanding complex concepts. This collaborative approach fosters social integration and helps reduce the stigma often associated with disabilities. Every student can contribute their unique strengths to the group, creating a more engaging and supportive learning environment for everyone. By prioritizing teamwork over competition, educators can ensure that their lessons are accessible and meaningful for every learner. Fostering positive peer relationships through cooperative activities is fundamental for achieving the goals of inclusion and academic success for all.

246. (B) Equal member of the team.
In the process of developing an Individualized Education Plan, the parent's role is fundamentally that of an equal member of the educational team. Their unique insights and in-depth knowledge of their child are essential for creating a comprehensive and meaningful support plan. When parents and professionals work together with a sense of shared responsibility, they can share valuable information that leads to better pedagogical and social outcomes. This collaborative relationship fosters mutual respect and ensures that the student's needs are consistently addressed across different environments. By valuing each stakeholder's contribution, the team ensures that

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A lack of trained teachers is a significant educational or systemic barrier that can hinder the successful implementation of inclusive practices within schools. When staff members lack the necessary skills and pedagogical knowledge to support diverse learners, it can lead to a lack of meaningful instruction and social exclusion. Addressing this barrier requires ongoing professional development and specialized training to help all educators build the capacity to handle classroom diversity effectively. This systemic challenge must be addressed through national and state policies that prioritize teacher preparedness. By ensuring that every teacher is equipped with the right tools and strategies, schools can create more equitable and supportive learning environments. Overcoming systemic obstacles is fundamental for achieving the broad goals of inclusion and academic excellence.

238. (A) Improving teaching and learning.
Ethical inclusive practice requires that educational assessment is used as a constructive tool for improving teaching and learning rather than for labeling or segregating students. This approach involves gathering comprehensive data to inform instructional decisions and develop individualized support plans that address the unique requirements of every learner. By focusing on identifying strengths and removing barriers, assessment promotes greater equity and fosters a more supportive learning environment. The information collected should be used to monitor progress and adjust pedagogical strategies as needed to ensure all students succeed. Ethical assessment respects the rights and dignity of the individual and promotes a more comprehensive understanding of student achievement. This student-centered approach is fundamental to the goals of social justice and meaningful inclusion in education.

239. (C) Inclusive instructional practices.
Research that examines how teachers adapt their pedagogy and strategies to support diversity in the classroom is classified as research on inclusive instructional practices. These studies explore evidence-based methods, such as differentiated instruction and cooperative learning, to determine their effectiveness in fostering participation and achievement for all students. By identifying successful pedagogical models, researchers provide valuable insights that can be shared and adapted across different educational settings. This type of research helps bridge the gap between theory and ground reality by focusing on the practical implementation of inclusion in real classrooms. Advancing inclusive education requires an ongoing focus on improving the quality of instruction for every learner. Research on instructional practices is essential for building a more responsive and equitable system.

240. (D) Marginalization and exclusion.
The scope of inclusive education is broad and inclusive, extending beyond disability to include all learners who are at risk of marginalization and exclusion. This encompassing category includes students from low socio-economic backgrounds, ethnic minorities, and those who face barriers due to their gender or language. The goal of inclusion is to ensure that every individual is valued and supported within the general educational system, regardless of the specific challenges they face. By fostering a welcoming and equitable environment, schools can address systemic inequalities and promote social justice. This comprehensive approach ensures that every child has a fair opportunity to succeed and achieve their potential. Recognizing the diverse factors that lead to exclusion is fundamental for achieving the goals of education for all.

241. (B) RCI
The Rehabilitation Council of India was established by an Act in 1992 as a statutory body to regulate and standardize the training of rehabilitation professionals and personnel. Its primary role is to ensure the quality of services provided to individuals with disabilities by maintaining a central register of qualified professionals. The RCI Act 1992 also mandates the monitoring of special education training programs across the country to maintain high professional standards and ethical practices. This regulatory function is essential for the integrity of the profession and for providing effective support to diverse learners. By establishing clear guidelines for professional development, the Council plays a vital role in advancing the goals of inclusion and upholding the rights and dignity of all individuals in society.

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to identify specific problems in their classrooms and test new pedagogical strategies to improve student outcomes. By focusing on practical application and context-specific solutions, action research helps bridge the gap between theoretical knowledge and everyday practice. This method empowers teachers to take an active role in creating more inclusive and supportive learning environments. The immediate feedback gained through this process allows for real-time improvements and professional growth. This collaborative effort is essential for driving meaningful change and promoting the academic and social success of every learner in the diverse school community.

223. (B) Helping the child fit into the existing school.
Integrated education represents a philosophy that focuses on placing students with disabilities in mainstream schools, often with the expectation that the learner will adapt to the existing system. While it provides access to the general curriculum and social interaction with non-disabled peers, it typically does not involve comprehensive restructuring of school policies or practices. Support services may be provided, but the primary emphasis is on the individual child fitting into the established environment. This approach is distinct from inclusive education, which requires the school system itself to change to accommodate the unique needs of every learner from the start. While integration was an important step, inclusion promotes greater equity by valuing diversity as a resource for all.

224. (A) The National Policy of Education (1986)
The National Policy of Education 1986 was a landmark document that first strongly articulated the goal of integrating children with mild disabilities into mainstream schools. This visionary policy advocated for students with special needs to be educated alongside their non-disabled peers whenever appropriate, promoting social interaction and access to the general curriculum. For learners with more severe challenges, it recommended the continued use of special schools as a necessary resource for intensive specialized instruction. This policy set the broad direction for Indian education for several decades, influencing subsequent laws and initiatives toward a more inclusive system. By prioritizing integration, the policy aimed to reduce social isolation and ensure that every child had a fair opportunity to learn together.

225. (C) Multiple disabilities.
Multiple disabilities refer to a condition where an individual experiences two or more co-occurring challenges that significantly impact their functional and educational needs. A student with both a visual impairment and a hearing impairment is a prime example of such a combination, as the interaction between these conditions creates complex barriers to communication and learning. These learners require highly specialized and integrated support strategies that address each of their unique challenges holistically. Effective instruction must be adapted to provide information through alternative sensory modalities and foster independence. By providing comprehensive and individualized support, schools can ensure that these diverse students participate meaningfully in all aspects of life. Holistic care is essential for supporting individuals with such multi-faceted requirements.

226. (D) Measures taken before, during, and after birth to minimize the occurrence of impairments.
Prevention of disabilities involves a wide range of proactive health and developmental measures taken before, during, and after birth to minimize the occurrence of long-term impairments. This includes ensuring quality prenatal care for mothers, universal immunization programs, and improved nutrition for infants and young children. By addressing these factors early, we can significantly reduce the risk of certain conditions that can lead to lifelong disabilities. Public health initiatives also play a vital role in educating families about safety and healthy development. These preventive efforts are essential for ensuring that every child has the best possible start in life and for reducing the overall prevalence of disabilities within the population. Investing in proactive healthcare is fundamental for a healthy society.

227. (B) To collaboratively develop a plan that meets the student's unique needs.
The primary goal of an Individualized Education Plan meeting is to provide a collaborative forum for teachers, parents, and specialists to develop

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the educational program remains responsive to the child's holistic needs. Recognizing parents as partners is essential for the success of inclusion and student well-being.

247. (D) A community's belief that children with disabilities are "uneducable."
Social barriers stem from broad community attitudes, stereotypes, and cultural myths that can lead to the marginalization of individuals with disabilities. A community's belief that children with disabilities are uneducable is a prime example of such a barrier, as it can lead to systematic exclusion and a lack of opportunities. These negative perceptions often result in stigma and social isolation for diverse learners and their families. Overcoming these challenges requires ongoing public awareness and programs that promote positive interactions and challenge existing prejudices. By building a more accepting and inclusive society, we can ensure that every person is treated with dignity and has equal access to all aspects of life. Fostering positive social attitudes is essential for long-term inclusion.

248. (A) Improving the quality of inclusion, not just enrollment.
The current status of inclusive education in India indicates that while significant progress has been made in increasing student enrollment, there is an urgent need to focus on improving the quality of the inclusive experience. Simply admitting students with disabilities to regular schools is not enough; they must also receive the meaningful support and pedagogical adaptations they need to succeed. This requires addressing challenges such as teacher preparedness, infrastructural accessibility, and the availability of specialized resources in mainstream settings. Moving beyond token inclusion toward meaningful participation is essential for upholding the rights and potential of every individual learner. Continued focus on quality and equity is necessary to ensure that every student has the opportunity to achieve their best social and academic outcomes.

249. (C) Curricular materials and social attitudes.
Research that analyzes the portrayal of disability within school textbooks focuses on the interaction between curricular materials and societal attitudes. These studies investigate how various stereotypes and myths may be reinforced or challenged through educational content. By identifying biased representations, researchers help developers create more inclusive and respectful materials that value human diversity. This type of research is essential for fostering more positive social attitudes among students and staff members from an early age. The content of textbooks plays a significant role in shaping how individuals perceive themselves and others within the community. Promoting inclusive and empowering representation is fundamental to achieving the goals of social justice and meaningful inclusion in education. Continued focus on diverse representation is essential.

250. (D) All students are part of the school community, and the system should support them.
The philosophy of inclusion is fundamentally built on the recognition that all students are valuable members of the school community who deserve a quality and supportive education. Instead of expecting learners to adapt to a rigid environment, inclusion requires the educational system itself to be restructured to support the diverse needs of everyone. This approach values human diversity as a resource and promotes social equity by fostering mutual respect and collaboration. By proactively removing barriers to participation, schools can ensure that every child feels a sense of belonging and has the opportunity to achieve their full potential. This commitment to supporting all learners is essential for creating a truly equitable and welcoming educational system. Inclusion is a fundamental right that prepares everyone for a diverse society.

251. (B) Integrated Education
This model focuses on placing students with disabilities into standard school settings while expecting them to adjust to the pre-existing environment. Unlike modern inclusive frameworks that adapt the school to the child, this approach requires the individual to conform to established institutional norms. Consequently, the learner bears the burden of overcoming systemic obstacles independently.

252. (A) Systemic restructuring of schools to accommodate all learners
Inclusion demands a fundamental transformation of institutional culture and pedagogical methods rather than just physical placement.

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activities considered normal for human beings. For example, a structural problem in the ear is an impairment, which becomes a disability when it prevents the person from hearing conversation. This functional limitation can then lead to a handicap if the environment lacks the necessary accommodations for participation. Understanding these distinctions is essential for developing effective medical, pedagogical, and social interventions that address both the condition and its practical impact. By removing barriers in the environment, we can mitigate the impact of disability and ensure that every individual has a fair opportunity to participate fully and equally.

233. (C) The socio-economic status of the school's neighborhood.
A school's readiness for inclusion is primarily determined by its internal capacity to welcome and support diverse learners rather than by the socio-economic status of its neighborhood. Readiness involves fostering positive attitudes among staff, ensuring a barrier-free physical infrastructure, and implementing a flexible and responsive curriculum. While financial resources are important, a commitment to equity and the strategic management of human and material resources can drive successful inclusion regardless of the school's location. Schools in various settings can create supportive environments by prioritizing teacher professional development and community collaboration. The readiness of a school is a reflection of its institutional values and its commitment to upholding the rights and dignity of every student in its care.

234. (D) The social or environmental disadvantage experienced by the individual.
In the context of disability studies, a handicap refers to the social or environmental disadvantage experienced by an individual due to the interaction between their condition and systemic barriers. For instance, when a community lacks necessary modifications like accessible public transportation, it prevents a person with a mobility impairment from participating fully in community life. This disadvantage is not an inherent trait of the individual but rather a result of an inaccessible environment. Reducing handicaps requires making structural and social changes to foster a more inclusive and equitable society. By removing external obstacles, we can ensure that every individual has a fair opportunity to succeed. This focus on systemic change is fundamental to the social model of disability and inclusion.

235. (A) Instructional adaptation.
Allowing a student to respond to questions orally instead of in writing is a form of instructional adaptation that modifies the way learners engage with and demonstrate their knowledge. This modification respects individual differences in learning styles and abilities, ensuring that students who struggle with written tasks are not unfairly penalized. By providing multiple pathways for success, educators can ensure that their assessments and lessons are accessible and meaningful for every learner in the diverse classroom. Such flexible pedagogical strategies promote greater equity and engagement, helping all students achieve their best potential. Implementing proactive and responsive instructional changes is fundamental to the goals of inclusion and academic excellence. These modifications are essential for ensuring that academic evaluation is fair and supportive for everyone.

236. (B) In-depth, longitudinal knowledge of their child.
The most important contribution parents make to a parent-professional partnership is their in-depth, longitudinal knowledge of their own child's history, interests, and unique needs. This personal perspective provides a foundation for developing more effective and meaningful support plans that address the holistic needs of the learner. When this information is shared with teachers and specialists, it ensures that the educational program remains responsive and consistent across different environments. Recognizing parents as the primary experts on their child's life fosters a sense of mutual respect and collaborative responsibility. This strong relationship is essential for achieving the best possible social and academic outcomes for every student. Valuing the parent's unique contribution is fundamental to successful inclusion and student well-being.

237. (B) An educational/systemic barrier.

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integration strategies and minor instructional support.

261. (D) Shifting focus from the child's impairment to barriers in the environment
The convention promotes a significant shift in how disability is understood, moving away from viewing the individual as the problem. It requires educational systems to identify and dismantle the external obstacles that prevent full participation. By addressing environmental and systemic barriers, schools can provide the necessary support to ensure that all individuals can exercise their right to education.

262. (B) Zero Rejection
The national programme adopts a policy that prevents any child from being denied admission into a school based on their disability. This principle ensures that every student with special needs is entitled to a quality education within their local community. By removing entry barriers, the initiative strives for universal elementary enrollment and meaningful participation for all learners regardless of severity.

263. (C) Article 24
This specific article within the international treaty explicitly outlines the obligations of state parties to provide inclusive education at all levels. It emphasizes that students with disabilities must not be excluded from the general school system and should receive appropriate support. This provision serves as a global standard for ensuring that education is accessible, equitable, and free from discrimination.

264. (D) The provision of aids and appliances
The national initiative includes specific measures to support the daily learning and mobility of students with special needs. By providing necessary tools such as hearing aids, braille kits, and mobility devices, the programme helps remove physical and sensory barriers to learning. These provisions are essential for enabling students to engage more effectively with the curriculum and their classroom environment.

265. (A) To ensure they are not excluded from the general education system
The international mandate requires that governments prevent the segregation of students based on their physical or cognitive impairments. It emphasizes that all individuals should have access to the same educational opportunities as their peers within the general school system. This ensures that the primary learning environment remains inclusive and that students receive necessary accommodations without being isolated from mainstream society.

266. (B) Impairment
In a biomedical context, this term identifies a specific loss or abnormality related to psychological, physiological, or anatomical structures. It represents the actual biological condition or functional problem within the body, such as a missing limb or a damaged sensory organ. Understanding this concept is the first step in identifying the specific physical or cognitive challenges an individual may face.

267. (B) Disability
When an underlying physical or cognitive condition limits an individual's capacity to perform specific tasks, it is classified as a functional limitation. In this scenario, the inability to read standard text is a direct consequence of the physical impairment affecting sight. This functional impact defines how the individual interacts with their environment and highlights where specific accommodations or support are needed.

268. (A) The complex interaction between health conditions and contextual factors
This framework moves beyond a simple medical perspective to explore how health conditions interact with the surrounding environment and personal circumstances. It considers disability as a complex experience shaped by both physical limitations and social obstacles. By analyzing these dynamic relationships, the model provides a comprehensive understanding of human functioning and the various factors that influence an individual's participation.

269. (C) The interaction of impairment or disability with the environment
Social disadvantages arise when the environment fails to accommodate an individual's specific needs, preventing them from fulfilling expected roles. This concept highlights how external barriers, rather than the impairment itself, create

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limitations in daily life and societal participation. It emphasizes the importance of changing the surroundings to ensure that every person can engage meaningfully in their community and professional activities.

270. (D) It moves from a purely medical view to a biopsychosocial perspective
This model represents a transition toward a holistic understanding that integrates medical, psychological, and social factors. It avoids focusing solely on individual deficits and instead looks at the interplay between health and environmental contexts. By adopting this broader perspective, professionals can develop more effective strategies that address the full range of factors affecting an individual's ability to function and participate.

271. (C) Adaptive behavior
These challenges involve significant difficulties in cognitive tasks such as reasoning and problem-solving, along with deficits in everyday social and practical skills. Adaptive behavior refers to the ability to manage daily life demands independently and interact appropriately with others. Both areas must be addressed through educational interventions that focus on functional academics and life skills to support meaningful inclusion.

272. (B) Accessibility and physical adaptations
Learners with mobility impairments primarily require modifications to the school environment to ensure they can navigate the premises and use educational materials. This involves installing ramps, modifying furniture, and providing assistive devices for communication or movement. While their cognitive abilities are often standard, these physical adaptations are essential for their full participation in the academic and social life of school.

273. (D) Two or more co-occurring impairments with severe combined educational needs
This term describes a situation where an individual experiences two or more significant impairments simultaneously, creating highly complex educational requirements. Because the combined impact of these conditions is so severe, standard programs designed for a single disability are often insufficient. Support for these learners must be highly individualized and multidisciplinary to address the diverse and interconnected challenges they face daily.

274. (A) The identification of learners through assessment
Before effective support can be provided, educators must accurately recognize and understand the specific needs of each learner. This initial process involves systematic observation, screening, and detailed assessments by various professionals. Correctly identifying the nature of a student's challenges allows schools to plan appropriate interventions and provide the necessary accommodations required for successful participation in an inclusive learning environment.

275. (C) Physical disability
This condition affects motor function and mobility but does not necessarily impact a person's cognitive or intellectual capabilities. Students with this diagnosis often require physical supports like wheelchairs or specialized computer interfaces to access the learning environment effectively. Since the primary challenge is related to physical movement and access rather than learning capacity, it falls under the mobility-related category.

276. (A) Standardized test scores of the student population
Developing an inclusive school environment involves assessing infrastructure, fostering positive attitudes, and ensuring pedagogical flexibility to meet diverse needs. While administrative data and academic outcomes are important for school management, they are not considered core elements of a school's foundational readiness to welcome diverse learners. Readiness focuses on removing barriers and creating a supportive culture rather than comparing achievement.

277. (D) All students spending the entire school day in the general education classroom
This approach involves educating all students within the general classroom for the entire duration of the school day. It rejects the practice of removing students for separate specialized instruction, ensuring they remain integrated with their peers at all times. This model promotes

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a shared learning experience where all necessary supports and services are brought directly into the regular classroom environment.

278. (B) Providing specialized instruction to a student outside the main classroom for a portion of the day
Under this strategy, students spend the majority of their time in the general classroom but transition to a specialized setting for specific periods. During this time, they receive targeted instruction or therapy designed to meet their unique learning goals. This method allows for a balance between peer integration and receiving the focused, individualized support that might be difficult in a group.

279. (C) Providing support in the least restrictive environment
Educational placement should always prioritize keeping the student as close to the mainstream environment as possible. Any separation from peers must be minimized and only occur when it is essential for the student's progress. This guiding principle ensures that students receive the support they need while maximizing their opportunities for social interaction and participation in the standard school community.

280. (D) Conceptual frameworks that can be adapted
Approaches to inclusion are not meant to be rigid or universally applied without variation. Instead, they serve as flexible structures that schools can modify based on their specific resources, student needs, and cultural context. This adaptability allows institutions to find the most effective ways to support diverse learners while remaining committed to the fundamental principles of equity and participation.

281. (A) Flexible seating and low-noise acoustics
Creating a supportive environment involves more than just physical access; it requires thoughtful design of the internal learning space. Features such as adjustable seating and noise-reduction strategies help accommodate students with various sensory or attention-related needs. These modifications ensure that the physical classroom does not become a barrier to focus, allowing every learner to engage more effectively with the instruction.

282. (B) Continuous professional development for all staff
The success of inclusion depends on the skills and preparedness of the entire school staff. Regular training and skill-building sessions are essential to help educators understand and implement effective differentiation and classroom management. By committing to ongoing learning, staff members can stay updated on the best practices for supporting diverse learners, ensuring that the school's inclusive culture remains strong.

283. (B) Be part of a collaborative support team
General educators are most effective when they work alongside a diverse group of specialists, including special educators and therapists. This teamwork ensures that the various needs of all students are met through shared expertise and resources. By collaborating, the team can create a more comprehensive support system that benefits both the teacher and the learners within the inclusive classroom.

284. (A) A differentiated approach catering to varied needs
In an inclusive setting, teachers must move away from a uniform method of teaching and instead adapt their instruction to various learning styles and levels. This involves planning lessons that provide multiple ways for students to learn and demonstrate their knowledge. By offering varied pathways, educators ensure that every child can access the curriculum and achieve their individual potential.

285. (C) Fostering an inclusive culture and allocating resources
Administrators play a vital role in establishing the overall tone and direction of the school's inclusive efforts. They are responsible for promoting a welcoming culture and ensuring that the necessary funding and personnel are available to support all students. Strong leadership provides the foundation for teachers to succeed by creating an environment where diversity is valued and resources are prioritized.

286. (D) To allow learners to participate meaningfully by modifying access and engagement
Modifying the curriculum allows students with diverse needs to engage with the same academic

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material as their peers. This process involves adjusting how information is presented or how students demonstrate their understanding, without necessarily lowering the overall standards. The goal is to ensure that every student can participate in classroom activities and achieve meaningful learning outcomes regardless of their challenges.

287. (C) A written plan detailing goals and support for a specific student with a disability
This legal document outlines a personalized roadmap for a student's education, specifying their current abilities and future goals. It details the particular services and accommodations the student will receive to help them succeed in the school environment. Created by a team of experts and family members, this plan ensures that instruction is tailored to the individual's unique learning requirements.

288. (B) Curricular adaptation in presentation
When a student accesses the same curriculum content through a different medium, such as listening instead of reading, it is a form of instructional modification. This specific adjustment addresses the way information is delivered to the learner, making it accessible despite their reading challenges. It allows the student to master the subject matter without being hindered by their specific functional limitation.

289. (D) A collaborative team including parents, teachers, and specialists
Designing a personalized education strategy requires input from various stakeholders who understand the student's needs from different perspectives. This typically involves the student's family, classroom teachers, and specialized professionals like therapists or special educators. This joint effort ensures that the resulting plan is comprehensive, realistic, and focused on providing the best possible support for the learner's academic and social growth.

290. (A) Offer targeted support to help students catch up on specific skills
This instructional practice focuses on providing extra help to students who have not yet mastered specific concepts or skills. It is designed to bridge learning gaps and help students reach the same level as their peers. By offering targeted assistance in a supportive environment, this approach ensures that learners can overcome specific academic hurdles and continue to progress in their studies.

291. (C) Assistive technology as a product
Hardware or software specifically designed to help individuals with disabilities overcome functional barriers is considered a tangible tool or appliance. These items, such as specialized software for the visually impaired, provide direct assistance in performing tasks that would otherwise be difficult or impossible. They serve as essential bridges, enabling students to interact with digital content and participate more fully in lessons.

292. (A) Using an IEP to systematically personalize learning
Using structured plans to manage and personalize a student's educational journey represents a systematic approach to inclusion. Unlike physical tools, this focuses on the methodology and organization of support to ensure learning goals are met. This process-oriented application of technology and strategy helps track progress and coordinates the efforts of the entire support team to provide a cohesive experience.

293. (D) To improve the functional capabilities of a child with a disability
The primary goal of these specialized tools is to enhance the physical or cognitive abilities of students with disabilities. By providing alternative ways to perform tasks, these devices help minimize the impact of an individual's impairment on their daily learning activities. This ensures that students can engage with the curriculum more independently and effectively, reducing the gap between their potential and performance.

294. (B) A strong collaborative partnership between parents and professionals
Successfully integrating specialized tools into a child's education requires close cooperation between their family and school professionals. This partnership ensures that the chosen solutions are appropriate for both the home and school environments and are used consistently. By working together, parents and educators can

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better evaluate the effectiveness of these supports and make necessary adjustments to help the child succeed.

295. (C) By offering adaptive software that tailors practice and feedback
Digital tools can be used to provide individualized practice and immediate feedback, which is highly beneficial for students needing extra support. These programs often adjust the difficulty level based on the student's performance, ensuring they are working at an appropriate pace. This personalized approach helps reinforce core concepts and allows students to build confidence as they master specific academic skills.

296. (D) Attitudinal barriers
Preconceptions and negative beliefs held by society often create the most significant obstacles to successful inclusion. These views can lead to the marginalization of students and prevent them from receiving the same opportunities as their peers. Overcoming these deep-seated prejudices requires ongoing awareness and education to foster a more accepting and supportive environment for all individuals, regardless of their abilities.

297. (A) Educational
Obstacles found within the school system itself, such as a lack of teacher training or rigid teaching methods, can hinder student progress. These systemic issues make it difficult for schools to accommodate the diverse needs of all learners effectively. Addressing these challenges requires changes to institutional policies, curriculum design, and professional development programs to ensure that the entire system supports inclusion.

298. (B) Collaborative partnerships between stakeholders
Working together with various stakeholders, including families and specialists, is a powerful way to support and sustain inclusive practices. These joint efforts ensure that resources and expertise are shared, leading to more effective support for all students. By fostering a culture of cooperation, schools can create a more inclusive environment where everyone feels valued and has the necessary tools to succeed.

299. (B) The dilemma of balancing individual needs with group instruction
Educators often face the challenge of meeting the specific, individualized requirements of one student while maintaining an effective learning environment for the entire class. This requires careful planning and a balance between personalized support and group activities. Navigating this dilemma is a central part of inclusive practice, ensuring that every student receives the attention they need without compromising the overall instruction.

300. (A) Evaluating the effectiveness of practices and exploring indigenous models
Contemporary academic inquiries in this field are increasingly looking at the practical outcomes of inclusion and the development of locally relevant models. These studies aim to understand what works best in the specific context of the national education system. By focusing on the real-world experiences of students and teachers, researchers can provide valuable insights that help improve future policies and practices.

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